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ABSTRACT

Several leaders in education have concluded that the United States should have some form of national achievement testing. Such tests are proposed as part of the "America 2000" education strategy. Believing that the experience of other countries will be useful to educators, policymakers, and concerned citizens, the National Endowment for the Humanities provides English examples, in this document, of tests administered in other countries. Tests in the humanities are sampled, because the importance of the humanities is more likely to be overlooked than mathematics and the sciences. The examinations sampled make it clear that other nations are setting very high standards for the humanities. Most advocates of national testing in the United States argue that the tests should demonstrate that students can use the knowledge they have gained (performance tests). It is emphasized that national testing need not entail a national curriculum. Test examples from France, West Germany, United Kingdom, Japan, and the European Schools of the European Community are presented. A 22-item list of references is included. (SLD)

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National Tests:

What Other Countries Expect Their Students to Know

National Endowment for the Humanities
Lynne V. Cheney, Chairman
Washington, D.C.
1991

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Introduction

How can we measure what students have learned? How can we judge which teachers and schools are most effective? How can we know when we have made progress in improving American education?

Such questions have led a number of education leaders to conclude that the United States should have some form of national achievement testing. The National Center on Education and the Economy in Rochester, New York, and the Learning Research and Development Center at the University of Pittsburgh have begun a joint project to develop a system of examinations. President George Bush and Secretary of Education Lamar Alexander have called for voluntary national achievement tests as part of the "America 2000" education strategy.

Central to this activity are the national education goals established by the President and the governors of the 50 states. The President and governors have declared, for example, that by the year 2000 all students should be competent in "challenging subject matter including English, mathematics, science, history, and geography." Implicit in such goals, the President and governors have noted, is the need to define what students should know and to assess how well they have learned it.

Other nations do this now. In the belief that their experience will be useful to educators, policymakers, and other concerned citizens, the National Endowment for the Humanities is providing examples in English of tests given in France, Germany, Great Britain, and Japan, as well as in the European Schools established by the European Community.

We have focused on tests in the humanities because these subjects are the primary concern of this agency and because the humanities are sometimes overlooked. Almost everyone immediately understands the value of mathematics and science in a competitive world, but the importance of the

humanities is not always so obvious. We need to be reminded from time to time that a democracy is stronger when its citizens know its history. Self-government thrives when people understand the practices and institutions through which it works—when they know how those practices and institutions evolved, what threatened them, and what strengthened them. A society is also stronger, we need to remind ourselves, when its people understand histories and cultures different from their own.

One of the most important points implicit in the tests gathered here is the degree to which other nations have identified the humanities as a source of strength. The high expectations they have are manifest in the demanding questions they ask, not only about their own history and culture, but also about those of other societies. Could American students answer the questions that the French ask about the foreign policy of the United States? That the British ask about American progressivism? That the European Schools ask about South Carolina's secession? Do we expect our students to know American history as well as other countries expect their students to know it? Do we expect our students to know the history of other nations in anything approaching the detail with which they are expected to know ours?

The examinations of other countries make clear that they are setting very high standards for the humanities.

Doesn't the United States Already Have Achievement Tests?

Achievement testing does go on in American schools, but it is largely a patchwork, with some students taking one examination and others another. The United States lacks a national system of achievement testing that would allow comparisons of a student's or school's performance with students and schools across the nation. Thus, parents who want to know whether their child is learning as much as others, or whether their child's school is teaching as effectively as others, have few resources on which to draw.

The scores reported for many widely used achievement testing programs are, in fact, more likely to mislead parents and the public than to enlighten them. Instead of showing how a student's performance compares with that of his or her contemporaries, these examinations rate test takers against samples of students who took the tests previously—

sometimes many years previously. As a result, Dr. John Cannell noted in 1987, it is possible for every state to report that its students, like the children in Garrison Keillor's mythical Lake Wobegon, perform above average. Tests yielding such results do little to help parents, educators, and policymakers evaluate teaching and learning.

By contrast, most of the tests presented here are anchored to standards. They rate performance according to agreed-upon criteria of competence, thereby allowing comparisons between student and student, school and school. Taken for the most part by students finishing secondary education, these examinations are also connected to curricula. They assess whether students have mastered what they have been given to study, much as Advanced Placement (AP) examinations do in this country. But few students take AP tests: only about 7 percent. The percentages taking national examinations in France, Germany, Japan, England and Wales are higher. In 1990, half the students in the relevant age group in France took the *baccalauréat* exam.

National achievement examinations have a place in the educational life of France, Germany, Japan, England and Wales roughly equivalent to the place the Scholastic Aptitude Test (SAT) and the American College Testing Program (ACT) have here. Taken by large numbers of students, mostly those who wish to go to college, the SAT and ACT are the focus of great attention. Like the national examinations of other countries, they affect a student's fate. How he or she does matters considerably.

But neither the SAT nor the ACT assesses what students have learned about subjects like history. Indeed, both avoid testing for factual knowledge that a student might have acquired in the classroom. While Japanese students are selecting the sentence that correctly explains why the United States sought to open trade with Japan, and while French students are writing essays describing European resistance to the Nazis during World War II, American students taking the SAT are answering questions such as the following:

Select the lettered pair that *best* expresses a relationship similar to that expressed in the original pair:

YAWN:BOREDOM:: (A) dream:sleep
(B) anger:madness (C) smile:amusement
(D) face:expression (E) impatience:rebellion.

Our most common, high-stakes examinations are divorced from the classroom study of subjects like history; they do little to advance the notion that hard work in school matters. The achievement tests given in other countries, by contrast, convey the idea that mastery of school subjects is important. They make students accountable for what they have learned.

Would National Achievement Tests Mean More Multiple-Choice Testing?

Of the tests included here, only those of the Japanese make extensive use of multiple choice. For the most part, national achievement tests assess mastery by having students write. Some examining systems—the one used in the European Schools, for example—also require students to respond to questions orally. Others, such as the German *Abitur*, require students to give practical demonstrations in subjects such as music and the natural sciences.

Most advocates of national examinations for the United States stress the need for this kind of "performance testing." They argue that students should demonstrate whether they can organize their thoughts, make analyses, and mount arguments; students should be tested to see whether they can *use* the facts they have learned.

Examinations assessing performance are harder to grade than those that rely exclusively on multiple-choice, but the experience of other countries shows that it can be done. Individuals, with proper preparation and monitoring, can assess performance examinations according to a single standard. In France, for example, teachers who will be grading the baccalaureate gather in regional meetings to discuss the questions that will be asked and to arrive at some consensus about what good responses would be. Graded examinations are spot-checked to be sure assessment is consistent. In Britain, a senior examiner establishes assessment guidelines for a team of graders. After the individual graders have begun work, the senior examiner regrades a sample of their papers to ensure consistency.

Do National Tests Mean a National Curriculum?

Some countries with national examinations—such as France and Japan—do have rigorously defined national curricula. The British, on the other hand, had national

examinations and no national curriculum for many decades. They are now developing a national curriculum to which exams will relate, but one that has many optional elements and leaves others to be developed by individual schools.

German education offers still another pattern. There, as in the United States, education is considered primarily the responsibility of the individual states. Each of the separate German states develops its own curriculum; and while all states follow the same format for the Abitur examination, each—looking to the course of study it has set forth—decides on the specific questions it will ask. The Standing Conference of Ministers of Education and Cultural Affairs, a coordinating body, works to make curricula and examinations comparable across the Federal Republic.

Achievement tests are most effective at showing how well students have learned what they have been taught when the tests are clearly related to curricula, but this can be done at the state and local as well as the national level. The German experience shows that, even when curriculum and assessment are under local authority, a national examination system is possible. If everyone in such a system is to be held to a shared standard, however, constant efforts at coordination are required.

A national system of achievement testing need not entail a national curriculum. Indeed, it need not entail a single examination for everyone. In Britain, for example, there are multiple examinations on a given subject. The key to making such systems work is a process of ongoing consultation and coordination through which all exams are held to a single standard.

Would National Examinations Promote Equity?

The major difference between most of the examinations presented here and the achievement tests being proposed for the United States is that the American plans are aimed at *all* students, not just those in certain schools or classes who aspire to college. The evidence of competence that achievement tests provide will be a valuable credential for students wanting to enter the workplace, as well as for those aiming at college. The high expectations that achievement tests allow and the incentives they provide should be part of every student's education.

As it is now, these expectations and incentives are often reserved for a few honor students; but there are powerful examples that demonstrate how well achievement testing suits a broader group. At Los Angeles's Garfield High School, famous as the scene of the movie *Stand and Deliver*, most students speak English as a second language, come from economically disadvantaged homes—and go to college. Advanced Placement tests and classes are widely used at the school to define goals for students and to motivate them. At Rufus King High School in inner-city Milwaukee, half the students are enrolled in courses leading to the International Baccalaureate (IB) examination, an achievement test administered in schools around the world. Rufus King graduates who have been through the IB program are attending such highly selective universities as Stanford, Northwestern, Harvard, Princeton, and Yale.

Many educators in the United States are coming to believe that it is a great mistake to limit achievement testing to a small group. A system that now benefits a few of our students should be put to work for all.

—Lynne V. Cheney
Chairman

Note on the Tests

The examinations and explanations in this booklet provide a selective snapshot of what other countries expect their students to know about subjects in the humanities. The tests that follow are by no means the only ones that students take, but they do provide an idea of the standards of achievement that are expected.

Like educators and policymakers in the United States, people concerned with schools in other countries are constantly working to improve teaching and learning. Thus, the examinations given tomorrow may well differ from the ones given today; and precisely how examinations fit into the educational scheme may change as well.

The texts of the following examinations conform as closely as possible to the original tests taken by students of each country. In a few cases, information has been added to help clarify translated material for American readers. Such additional information appears in brackets.

Republic of France

Students in France prepare for the *baccalauréat*, an examination established in the time of Napoleon, in upper-secondary schools known as *lycées*. At age 15 or 16, lycée students begin a three-year, specialized course of study. Students might concentrate on philosophy and liberal arts, for example, or on economics and social sciences, or on mathematics, physics, and chemistry.

The exact baccalaureate examination a given student takes depends on what he or she has specialized in; but everyone studies and takes written tests in such core subjects as history and geography, French, and philosophy. Written exams in biology, physics, and chemistry are also required for students in scientific tracks. Additional oral examinations are mandatory in subjects such as French and foreign languages and optional in other subjects.

A student's grade on the various examinations is weighted differently according to the area of specialization he or she has chosen. For the student concentrating in philosophy and the liberal arts, for example, the score on the history test would be weighted more heavily than for the student specializing in mathematics and science.

The curricula of lycées, like the curricula of all French schools, are determined by the French Ministry of National Education. The Ministry also formulates the various baccalaureate exams, working from questions proposed each year by committees made up of lycée teachers. To the 28 regional academies that administer the baccalaureate, the Ministry provides different versions of the baccalaureate examination, taking care to ensure that all versions are of equal difficulty.

One of the goals of education reform in France is to democratize the baccalaureate. According to 1990 figures, 67 percent of all students in the relevant age group enrolled in

lycées, 50 percent took the baccalaureate examination, and 38.5 percent passed, thus qualifying for university admission. The French government has set as a goal for the year 2000 to have 80 percent of students in the relevant age group reach the baccalaureate level. To help bring this about, the government has created a number of new technological and professional baccalaureates. The National Curriculum Council has recommended that students be given more counseling about the specialties they choose and has advised restructuring the baccalaureate examination to make all tracks as prestigious as "bac C," the mathematically oriented track, is now.

The 1989 history/geography and French examinations that follow were given to students who had a number of different specialties. Each of the three philosophy examinations, by contrast, was directed at students with a particular concentration.

Baccalauréat*

HISTORY/GEOGRAPHY

Work time: Four hours

HISTORY

The candidate will write an essay on one of the following three topics.

Topic A **The Evolution of Domestic Policy in the Soviet Union from 1953 to Today**

This chronology provides a few landmarks to aid you in your consideration of the topic:

1953	Khrushchev becomes Secretary of the Central Committee of the Communist Party.
1956	Twentieth Congress of the Communist Party. Riots in Georgia.
1958	Pasternak is prohibited from accepting the Nobel Prize for literature.
1962	Publication of Solzhenitsyn's *One Day in the Life of Ivan Denisovich*.
1964	Brezhnev becomes Secretary of the Central Committee of the Communist Party.
1967-70	Acceleration of the persecution of dissidents.
1977	Adoption of a new constitution. Brezhnev becomes President of the Supreme Soviet.
1978-79	Numerous trials of dissidents, Jews, Lithuanians, and Armenians.
1980-86	Sakharov is placed under surveillance in Gorki.
1982	With the death of Brezhnev, Andropov becomes Secretary of the Communist Party.
1984	With the death of Andropov, Chernenko becomes Secretary of the Communist Party.
1985	With the death of Chernenko, Gorbachev becomes Secretary of the Communist Party.

*Republic of France, Ministry of National Education, *Baccalauréat 1989*.

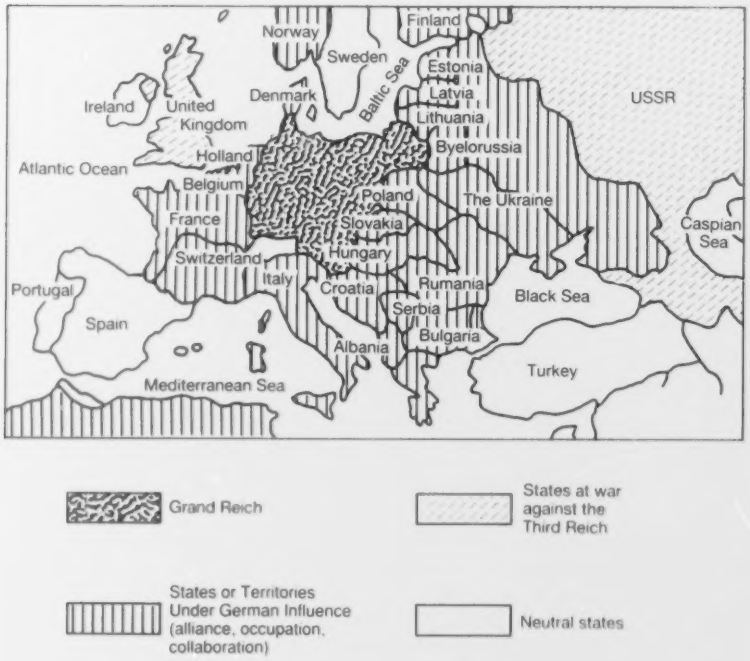
Topic B Resistance to the Nazis in Europe (1939-1945)

The candidate may choose to do one of the following:

Write an essay using Documents 1B-4B or respond to the following questions.

1. What was the situation in Europe in the spring of 1942? Why is this year important in the history of the Resistance?
2. Using Documents 2B, 3B, and 4B, analyze the various forms of the Resistance movement in Europe. What organizational and operational difficulties did the Resistance encounter?
3. Analyze the particular characteristics of the Resistance in Warsaw, Poland, in April 1943 (see Document 4B).

Document 1B: Germany's Position in Europe in the Spring of 1942



Document 2B: The Communist Insurrection in Yugoslavia, June 22, 1941

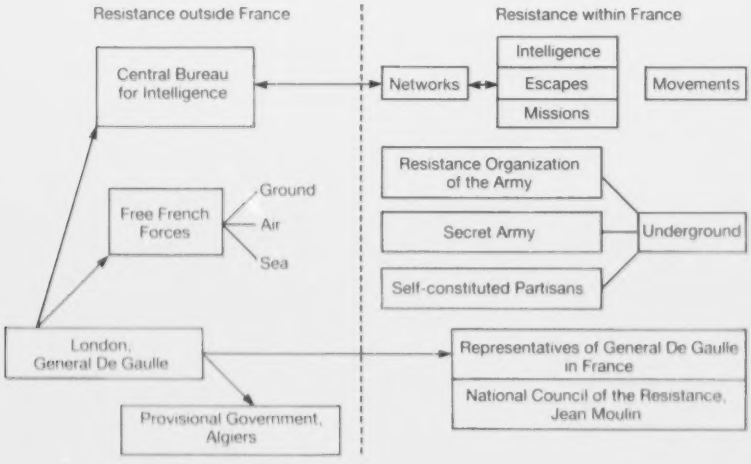
The atmosphere in Belgrade was very sinister at that time. Huge maps were posted on billboards showing the advance of German troops on the Russian front. All the trolley cars, all the walls were covered with propaganda posters. Loudspeakers in the streets blasted victory bulletins from the German command.

The Young Communists of Belgrade decided to retaliate. In groups of three, they attacked more than 100 newsstands and publicly burned the collaborators' newspapers. . . .

The wave of sabotage rapidly gained momentum. German telephone wires were cut. German soldiers were attacked on dark streets, their weapons stripped from them. German military trucks and cars were set on fire.

—V. Dedijer, *Tito parle*, cited by Chaliand, *Strategies de la guerilla* (Mazarine)

Document 3B: The French Resistance at the Time of the Arrest of Jean Moulin, June 1943



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Document 4B: The Revolt of the Warsaw Ghetto

Poles, Citizens, Soldiers of Freedom!

Across the rumbling of the German cannons that bombard our houses, our mothers, our wives, our children; across the rattling of the machine guns that we take by force from the cowardly police and SS soldiers; across the smoke of the fires and the stream of blood that runs in the devastated streets of the Warsaw Ghetto, we, the prisoners of the Ghetto, send you a cordial and fraternal greeting. We know that it is with grief and tears of compassion, with reverence, that you witness the battle we have been waging against the odious occupier.

Know, therefore, that today, like yesterday, each doorstep of the Ghetto will be a fortress; understand that we are all ready to perish in combat and never to surrender.

Like you, we want revenge, we want retribution for all of the crimes perpetrated by our common enemy. We are fighting for our freedom and for yours, for our honor and for yours, for our human, social, and national dignity, and for yours. Avenge the crimes of Auschwitz, of Treblinka, of Belzec, and of Maidanek.

Long live the brotherhood of spirit and of blood of the Polish warrior! Death to the executioners! Death to the torturers! Long live the life and death struggle against the occupier!

—Jewish Combat Organization (April 23, 1943)

Topic C The President and Presidential Power in the Constitution and Domestic and Foreign Policy of the United States Since 1945

Succession of Presidencies

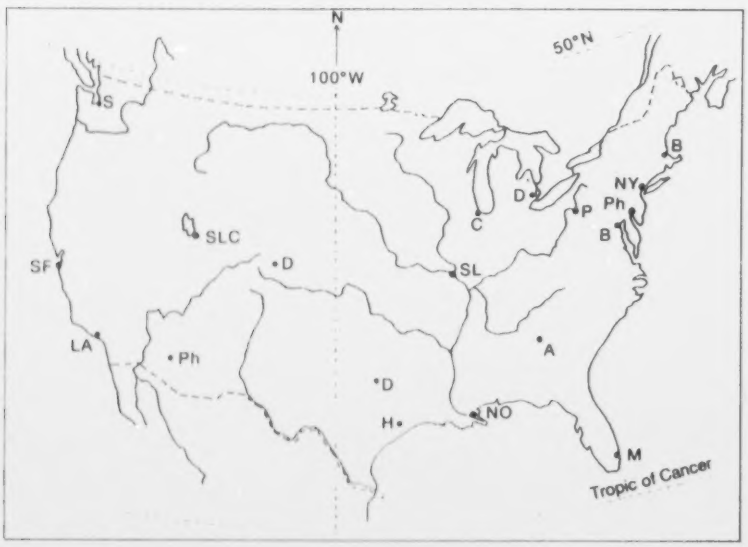
Truman (Democrat)	1945-52
Eisenhower (Republican)	1952-60
Kennedy (Democrat)	1960-63
Johnson (Democrat)	1963-68
Nixon (Republican)	1968-74
Ford (Republican)	1974-76
Carter (Democrat)	1976-80
Reagan (Republican)	1980-88
Bush (Republican)	1988-

GEOGRAPHY

The candidate will write an essay on one of the following three topics.

Topic A Principal Industrial Areas of the United States

Using your own knowledge and the map below, identify the principal industrial areas of the United States and define their essential features. Set up a systematic key to the map on a separate sheet of paper.



Topic B Debt of the Developing Countries

The candidate may choose to write an essay using Documents 1B-4B, or write an essay responding to the following questions.

1. Explain the evolution of the debt of the developing countries. From whom are they borrowing?
2. Explain Document 2B. Analyze the two columns of figures; next, for each column, rearrange the countries into subgroups, and then look for the possible relationships among all the subgroups.
3. According to Documents 3B and 4B, what relationships are being established between debtor nations and their

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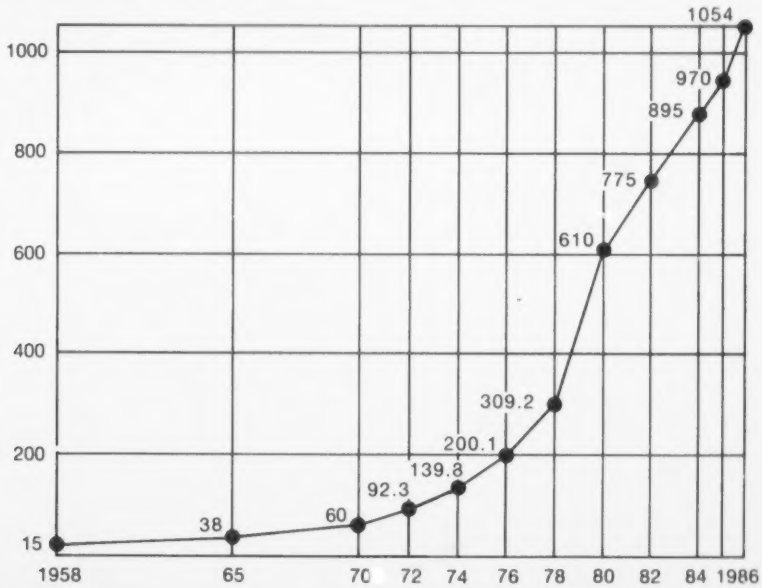
creditors? What relationships may be observed between debt and development?

Document 1B: Total Debt of Developing Countries, 1958-1986 (billions, in current dollars)



—Y. Trotignon, *Les pays en développement face au XXIè siècle* (Dunod, 1987)

Document 2B: Percentage of Debt in Relation to GNP and to Exports (at the end of 1981)

	Percentage in Relation to GNP	Percentage in Relation to Exports
Chile	37	105
Mexico	33	140
Philippines	26	100
Peru	24	80
Brazil	19	80
Morocco	18	50
Egypt	16	180
Cameroon	15	40
Colombia	15	90
Thailand	14	40
Sudan	11	115

—Y. Trotignon, *Les pays en développement face au XXIè siècle* (Dunod, 1987)

Document 3B: Debt or Development?

—*Le Monde* (Jan. 14, 1982)

NOTE: C.N.U.C.E.D. stands for United Nations Conference for Cooperation and Development. The Club of Paris was created in 1956 to renegotiate Argentina's debt; it brings together governments and public institutions rather than private banks.

[Translation of words in cartoon: Créanciers = Creditors; Remboursement = Repayment; Club de Paris (see note above); F.M.I. = International Monetary Fund; Prêts = Loans; Développement = Development; Service de la Dette = Service on the Debt]

Document 4B: The Price of Debt

The total amount of Third World debt is getting heavier and heavier. By 1987, it exceeded trillions of dollars. From adjustments in agreements for rescheduling payments, one gets the impression that creditors and debtors are playing the same old game of cat and mouse: threats not to repay loans versus threats to cut off trade. The same scene is being repeated with varying dramatic intensity each time that the payment of a debt falls due. . . .

Governments (such as Brazil's) that have hurled themselves into policies reconciling financial stringency with economic growth encounter the impossible situation of financing development without inflation when the trade surplus is used to repay loans. And, without development, how can a fragile social and political equilibrium be maintained? . . .

Little by little, the idea that the debtor nations will not be able to pay off their debt in full is gaining ground.

—E. Paquot, "L'État du Monde," *La Découverte* (1988)

Topic C The Value of Space in the People's Republic of China

You may use the map below [Map 2C] in commenting on this topic.

FRENCH

Work time: Four hours

You must choose one of the following three subjects to treat.

First Subject

French Faces Its Destiny

What motivates certain French defenders of the purity of the vocabulary and of *francophonie* [French language and culture outside France] is not so much fears for the future of the French language as nostalgia for past greatness, the grandeur of France itself. The idealized expression of their attachment to the French fatherland, their passion for its language—as a reflection of the imaginary, the site of national symbols, and the ultimate refuge of dreams—is above all inspired by the refusal to be dethroned in favor of the Anglo-American, that is, in favor of the United States. Now, this nationalism disguised as an internationalist ideal does not appear to be shared by all Frenchmen. The recent evolution of interest among the French in francophonie, revealed by the poll described above, does not seem to be inspired by nostalgia for political power. Moreover, even when users [French speakers] are interested in the fate of the language to the point of investing it with symbolic values linked to the nation, it is rare that this worry concerns them more than worry for their material well-being. The nearly total death of French in Louisiana proves that linguistic assimilation, after a certain amount of time, is finally accepted if economic integration is conditional upon it, or rather material well-being is conditional upon it. It is only then that one can, as happened with the Acadians (inhabitants of Nova Scotia, Canada, who were of French origin and French speaking), realize the danger of allowing a cultural patrimony to disappear. However, attachment to language as a symbol of the fatherland may hamper efforts to promote francophonie. In fact, if the French language and fatherland are inextricably linked in the minds of the French, that is not the case in other French-speaking countries. This is why the notion of fatherland should take on here a cultural and linguistic meaning rather than a political one. It should be a question of a francophone fatherland which corresponds not to a political entity but to a vast geographical and cultural territory in which all the French-speaking members of the world participate. . . .

There exists today an aspiration toward cultural independence. Since the francophone territory is one of the entities

within the contemporary world likely to be responsive, one must ask what the reality of this territory is.

Now, regarding this point, a formidable threat to information is misinformation. To repeat the warnings and the threats may be to mask the signs of hope. This attitude can, sometimes, not be innocent, or it can lead, voluntarily or not, to an organized campaign of intoxication. But even when it is not a premeditated strategy of disinformation with a powerful psychological effect in the cultural war, the more than ambiguous *lamento* (sorrowful piece of music, by extension lamentations, expressions of sorrow and grief) about the decline of French fails to appreciate a fundamental reality: Here at the end of the twentieth century, when we love so much to say over and over that French has been evicted from everywhere to be replaced by English on the international scene, at this very stage of its history which sees the winter of the second millennium, French happens to enjoy a degree of universality of which no one before would have dared dream—not Rivarol (French writer and journalist, 1753-1801, author of "On the Universality of the French Language," 1784), nor the teachers in the school of J. Ferry, nor the colonizers idealizing conquest in dreams of civilization. Whether one rejoices about it or grieves, French has never experienced, in the course of its history, this remarkable situation in which non-French speakers of French today outnumber French speakers in France. Those who are nostalgic for colonial adventure cannot ignore this reality: It is precisely at the moment when France is losing its political and economic preeminence in the countries of its former empire that the voice of French is heard, amplified a thousand times, echoing in international assemblies with the appearance of French-speaking delegates from all her former colonies.

—Claude Hagege, *Le français et les siécles* (O. Jacob, 1987), pp. 239-41.

Questions

1. SUMMARIZE this text in 170 words (plus or minus 10 percent). Indicate the number of words that you have used.
2. EXPLAIN within their context the following expressions (which are underlined in the text): cultural patrimony, francophone fatherland.
3. DISCUSSION: According to the author of this text, even when one is confronted with the diffusion of Anglo-Saxon works, one cannot deny the vitality of creations by French speakers. What is your own position regarding this cultural competition? Reply in an essay using works which you know (literature, theater, film, music, song, dance, etc.).

Second Subject

In the name of the profound perfect forehead
In the name of the eyes into which I gaze
And of the mouth which I am kissing
For today and for always

In the name of buried hope
In the name of tears in the dark
In the name of the cries that arouse laughter
In the name of the laughter that arouses fear

In the name of the laughter in the street
Of the gentleness that binds our hands
In the name of the fruit covering the flowers
On a beautiful and good earth

In the name of the men in prison
In the name of the women who have been deported
In the name of all our comrades
Martyred and massacred
For not having accepted the shadow

We must drain our anger
And raise up the sword
To preserve the lofty image
Of the innocents pursued everywhere
And who everywhere are going to triumph.

—Paul Eluard, *Les sept poèmes d'amour en guerre* (1943)

Write a structured commentary on this text. You can, for example, analyze the internal progression of the poem and the images, using the title and publication date of the collection.

Third Subject

To the question, "What grips you most in a book?" Angelo Rinaldi, contemporary novelist and literary critic, has replied, "What I ask of a book is that it impose a tone, a voice which cannot be confused with any other. As for the rest, all stories are equal." What is your opinion?

PHILOSOPHY

[For students concentrating in mathematics and sciences]

Work time: Four hours

The candidate will write an essay on one of the following three topics.

Topic A **Is experimental result the test of scientific truth?**

Topic B **Is it easy to be free?**

Topic C **Explain and discuss the philosophical content of the following text.**

When the child stretches out his hand without saying anything, he believes he can reach the object because he does not correctly estimate the distance to it. But when he complains and cries while reaching out his hand, he is no longer deceived as to its distance, but is commanding the object to approach him or you to bring it to him. In the first case, bring him to the object slowly and with small steps. In the second, act as if you do not hear him; the more he cries, the less you should listen to him. It is important to accustom him early to not giving commands to people, for he is not their master, or to things, for they do not hear him. Thus, when a child desires something that he sees and that you want him to have, it is better to carry the child to the object than to bring the object to the child. He draws from this practice a conclusion appropriate to his age and there is no other way of suggesting it to him.

—Rousseau

PHILOSOPHY

[For students concentrating in philosophy and liberal arts]

Work time: Four hours

The candidate will write an essay on one of the following three topics.

Topic A **How might one characterize rigorous thought?**

Topic B **What does one gain by losing one's illusions?**

Topic C **Explain and discuss the philosophical content of the following text.**

One must not expect kings to take up philosophizing, or philosophers to become kings, which is not any more desirable because holding power inevitably corrupts the free exercise of reason. Rather, what is as indispensable to one party as to the other in order to enlighten their affairs is that kings or king-peoples (who govern themselves according to laws of equality) do not allow the class of philosophers to disappear or to become mute, but allow them, on the contrary, to express themselves freely; and because this class, by its very nature, is incapable of forming cabals and of joining together in clubs, it cannot be suspected or accused of propaganda.

—Kant

PHILOSOPHY

[For students concentrating in economics and social sciences]

Work time: Four hours

The candidate will write an essay on one of the following three topics.

Topic A **Can one say: "To each his own truth"?**

Topic B **By the fact that we live in the present, are we better able to understand it?**

Topic C **Explain and discuss the philosophical content of the following text.**

> **Whatever affection one may feel, or imagines he feels for others, no passion is, or can be disinterested; that the most generous friendship, however sincere, is a modification of self-love; and that, even unknown to ourselves, we seek only our own gratification, while we appear most deeply engaged in schemes for the liberty and happiness of mankind. By a turn of imagination, by a refinement of reflection, by an enthusiasm of passion, we seem to take part in the interests of others, and imagine ourselves divested of all selfish considerations: But, at bottom, the most generous patriot and the most niggardly miser, the bravest hero and the most abject coward, have, in every action, an equal regard to their own happiness and welfare.**
>
> **—Hume [*An Enquiry Concerning the Principles of Morals*, App. 2: 248.]**

Federal Republic of Germany

In Germany, students intending to go to a university usually attend *Gymnasien*, schools that go through grade 13 and conclude with an examination known as the *Abitur*. Together with the grades a student earns in courses taken in the twelfth and thirteenth years of gymnasium, the Abitur determines whether he or she is qualified for university entrance. A survey of the relevant age group in 1986 showed a nationwide average of 23.7 percent qualifying for university.

The general form of the Abitur is consistent throughout the Federal Republic. Students choose four subjects in which to be examined; and in making their choices they must cover three categories of knowledge: languages, literature, and the arts; social sciences; and mathematics, natural sciences, and technology. Examinations are both written and oral and sometimes—in such subjects as art, music, and natural sciences—involve performance or demonstration. Of the four subjects examined, one is at a general level and two at specialized levels. The fourth subject is always examined orally.

The specific content of the Abitur is determined by education ministries in the various states, or *Länder*, of the Federal Republic. Thus, students taking the Abitur in North Rhine-Westphalia answer different questions from those in Hamburg. Performance on the examination is evaluated within a general framework established by the Standing Conference of Ministers of Education and Cultural Affairs, a body especially constituted to coordinate educational affairs in the various Länder.

The number of students qualifying for university has expanded significantly in recent years, in part because of an increasing number of gymnasiums. The greater number of Abitur holders has meant, in turn, restrictions on their constitutional right to enroll at university in whatever course of study they choose. Openings in such desirable fields as

medicine, for example, are allotted through complicated procedures that involve further testing and interviews, as well as consideration of the length of time a candidate has waited. This situation recently prompted the Standing Conference of Ministers of Education and Cultural Affairs to raise standards by making more difficult courses count for more in the university admission process.

What follows are a general level history examination from Bavaria and a specialized level history examination from Baden-Württemberg.

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Abitur from the German State of Bavaria*

GENERAL HISTORY

Work time: Three and one-half hours

Write essays on two of the following topics. If Topic A is chosen, do not also choose Topic B. If Topic D is chosen, do not also choose Topic E.

Topic A **The Liberals and the National Movement in Germany in the Age of Restoration**

1. a) Gentz believed that the "present period can be characterized primarily as a struggle between two antagonistic systems" (see Document A, lines 1-2). Drawing on conditions in Germany in the year 1830, explain the political concepts and goals represented by the adherents of the aforesaid "systems."

   b) How would you characterize the political position of the author?

2. Outline the course of the struggle between the two "systems" in Germany from the Vienna Congress to the year 1830.

3. Demonstrate the effects of the French revolution of 1830 on domestic political developments in Germany.

4. Examine the role that the notion of popular sovereignty, as discussed by Gentz, played in the German revolution of 1848.

Document A: An excerpt from an article by Friedrich Gentz which appeared in *Allgemeine Zeitung* (September 27-28, 1831); quoted in Wolfgang Hardtwig, *Vormärz* (Munich, 1985), pp. 175ff.

It appears that the present period can be characterized primarily as a struggle between two antagonistic systems and that this struggle will determine whether popular sovereignty becomes the basis for law in the state or
5 whether the principle of monarchy will continue to be

*Federal Republic of Germany, State of Bavaria, *Abitur 1989*.

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maintained as the chief mechanism in the clock of political life. The adherents of popular sovereignty charge their opponents with wanting to base law upon arbitrary power, while many followers of the monarchical principle have demonstrated by their actions that monarchy is a necessary safeguard against arbitrary power, and in order to establish such a guarantee they have recognized through much-celebrated constitutional decrees the rights of subjects and the rule of law. . . .

Since the end of the first French revolution (Gentz refers here to the French revolution of 1830), an attempt has been made—if only in one large state and only over the past year—to elevate popular sovereignty to the central foundation of the state. Even if we admit the feasibility of this notion, in the very country where the attempt was made, we have numerous and, in part, bloody disturbances which demonstrate how easily the idea can be misunderstood. Only after the government displayed greater energy and secured itself against the uprisings, thereby reinstating in fact the monarchical principle, did peace and confidence at home and abroad again become possible. The minor attempts witnessed in some neighboring countries to imitate that effort were even less suited to dispelling the doubts about popular sovereignty's superiority and to inclining the governments to profess their allegiance to it. . . .

Consequently, the still-new great state in which the rule of popular sovereignty has been pronounced (France after the July revolution of 1830) stands alone in Europe and has not had an opportunity to demonstrate by its actions the durability of this principle. In contrast, one witnesses on the other side all the great powers of the continent, in conjunction with the powers of the second rank, resolutely in support of the preservation and defense of the monarchical principle as it has been passed on according to the wisdom of the ages and as it has proven itself through centuries of experience. Thus, in measuring the power on which both of the above-mentioned systems rest, the greater weight seems to fall on the side of the old monarchies. . . .

It (the monarchical principle) is based on the experience of the centuries which has proven its efficacy. Therefore, when the hazardous attempt is made in a single country to proceed along an entirely new, up to now unknown and unbeaten path, the monarchy can face this danger calmly. What these efforts have achieved up to now does not merit any fear of a new and all-destructive great power. . . .

Topic B **The Origin of Industrial Society in Germany**

1. Outline the objectives and the measures of Montgelas in establishing the basic preconditions for social and economic development in the Kingdom of Bavaria.
2. Determine from Document B the motives behind the establishment of factories in the early phase of industrialization.
3. Demonstrate, on the basis of Document B, that the new forms of production would engender social changes.
4. Examine the extent to which social measures on the part of the owners addressed the concerns of the workers.

Document B: An excerpt from the report of the Bavarian Minister of the Interior (March 13, 1837) on the establishment of a mechanized cotton mill by the Schaezler bank in Augsburg; quoted in Elisabeth Plössl, "Augsburg auf dem Weg ins Industriezeitalter," *Hefte zur Bayerischen Geschichte und Kultur,* vols. 1-2 (Munich, 1985), pp. 30f.

In this industrious city, the actual cradle of European cotton manufacture, there already exists, as is known, a number of large calico (soft, mostly printed cotton fabric) printeries, among which those of Schöppler and Hartmann—the largest, most extensive, and at the same time the most excellent of all—constitute, in the true sense of the word, the jewel of Bavarian industry and employ each year more than 600 persons.

But because these factories are unable to meet their great need for raw cotton cloth from domestic weavers, they have been forced to procure the largest part of the same from Switzerland and—since the launching and happy installation by your Royal Majesty of the Customs Union—from the Saxon Voigtland.

Baron von Schaezler intends to free these factories from their dependence on foreign raw materials by the formation of a joint stock company, not only so as to employ at home the significant sums which heretofore have gone abroad, but also to secure for Bavaria's calico-printing industry a higher level of production. Furthermore, more than 753 persons will find gainful employment through this venture all year long. It is clear that with the apparent removal to Munich of exchange firms, Augsburg will only be able to achieve renewed prosperity

and importance if it throws itself into large-scale manufacturing and if it is connected by rail to Munich—thus setting its sources of income in equilibrium with those of the capital and court in a manner that is mutually beneficial and natural.

Topic C The German Empire and the European Great Powers up to the End of the First World War

1. Ascertain from Document C the central concepts with which Peters deals and the conclusions at which he arrives.
2. Show the ways in which Bismarck's views of colonial politics differed from those of Peters. Place Bismarck's stance in the context of his overall concept of foreign affairs.
3. Using an example from the diplomacy of the Wilhelmine period, show how striving for world recognition had repercussions for the alliance policies of the Empire.
4. Analyze this notion—widespread in 1914—of the beginning of the war.

"Once again the wicked hand of the enemy intrudes upon a Germany that desires only to live in peace. . . ." (Source: a speech of Sept. 2, 1914, on the anniversary of Sedan. The so-called Sedan celebrations recalled the surrender of Napoleon III during the German-French War of 1870-71.)

Document C: An excerpt from the writings of Carl Peters (February 1886); quoted in Ludwig Helbig, ed., *Imperialismus—das deutsche Beispiel* (Frankfurt, 1975), pp. 76f.

Its (i.e., socialism's) greatest task—the raising of the human standard of living, the exploitation of the victory of man over the rest of the environment, the increase of his well-being and power—this task is situated on the level of the nation; the forces that will enable these things to come to pass are national and linked to the shifting fortunes of the nation.

Thus, socialism errs when it decides that these things must be resolved not only within its own nation, but rather for the world, not just for the lifetime of a people, but for the comparative eternity of human development as a whole.

This effort is by nature futile.

The struggle for existence will always have winners and losers. It will also become more fierce with limits on food and elbow room for individuals. To try to eliminate this

struggle by a general peace treaty is a pious hope without foundation in history or human nature. By contrast, what we would like to demonstrate in the following is the possibility of winning the upper hand in this conflict for a long time and in one country, and on this basis to secure for this nation better living conditions, prosperity, and also a higher level of intellectual and material culture than in others.

It follows naturally, therefore, that socialism can only be of consequence when it applies its energies in a single-minded and relentless fashion toward the supremacy of Germany, thereby resolving the social question at least for our own age and people. . . .

Colonial politics seeks nothing other than an increase in the power and prosperity of the stronger; the superior at the expense of the weaker, lesser races; and the exploitation of the latter's unused, accumulated wealth for the purpose of the former's cultural advancement.

The error in believing that the sole concern of colonialism is the moral and material improvement of foreign peoples should be particularly obvious to Germans (and therefore all the more decisively rejected). Colonial politics should be sufficiently farsighted to employ this concern as a means to an end. However, the ultimate objective is and remains the relentless and resolute enrichment of our own people at the expense of weaker peoples. . . .

Topic D **The Weimar Republic and National Socialism**

1. Describe the political conflicts that took place at the national level between the proclamation of the republic and the opening of the constitutional assembly.
2. Determine Ebert's political convictions from Document D. How would you characterize his stance toward the revolution?
3. Discuss the significance of the meeting of the constitutional assembly in Weimar.
4. According to Document D, what did Ebert see as the main problems facing the new government? Consider the extent to which the problems facing the republic in this early period could have been solved.

Document D: An excerpt from Friedrich Ebert's speech at the opening of the constitutional assembly (February 6, 1919); quoted in Herbert Michaelis and Ernst Schraepler, eds., *Ursachen und Folgen. Vom deutschen Zusammenbruch 1918 und 1945 bis*

zur staatlichen Neuordnung Deutschlands in der Gegenwart, vol. 3 (Berlin, n.d.), pp. 247ff.

On behalf of the national government, I extend my greetings to the constitutional assembly of the German nation. I give my special regards to the women who appear for the first time with equal rights in the national parliament. The provisional government is indebted to the revolution for its mandate; it will place this mandate back in the hands of the National Assembly.

In the revolution the German people rose up against an outmoded, collapsing despotism. As soon as the right of self-determination is ensured for the German people, then the nation will return to the path of legality. Only on the broad highway of parliamentary discussion and deliberation can the indispensable reforms in the areas of the economy and society be brought forward, without which the nation and its economic life will go to ruin. Therefore the national government greets the National Assembly as the highest and sole sovereign in Germany. It is over forever with the old kings and princes by the grace of God. We will not deny anyone a sentimental celebration of remembrance: However, just as this national assembly has a large republican majority, so too is it clear that the old God-given dependencies are removed forever. The German people are free, remain free, and govern themselves forever. . . .

We have lost the war. This fact is not the result of the revolution . . . ; it was the imperial government of Prince Max of Baden which entered into the truce that rendered us defenseless. With the collapse of our allies and in view of the military and economic situation, the government could not have acted in any other way. The revolution disclaims any responsibility for the hardship of the German people which resulted from the failed policies of the old powers and the wanton irresponsibility of the militarists. . . .

Germany need not once again fall prey to the old misery of fragmentation and loss of territory. To be sure, the historical situation and present conditions prevent the establishment of a strictly centralized unitary state. Many regions and dialects are combined in Germany, but they must cling together in one nation and in one language. . . .

The provisional government has come into a disastrous inheritance. We were in the actual sense of the term the trustee in bankruptcy of the old regime. All the granaries and storehouses were empty, all supplies were running low; credit was shaken, morale depressed. With the support

and encouragement of the Central Committee of Worker and Soldier Councils, we have tried to the best of our ability to combat the dangers and the hardships of this time of transition. We have not tried to anticipate the National Assembly. However, when the situation and the need were pressing, we attempted to meet the most urgent concerns of the workers. . . .

We look uneasily into the future. Notwithstanding all of this, however, we trust in the indestructible creative power of the German nation. The old foundations of power in Germany are broken forever. The Prussian hegemony, the Hohenzollern army, the politics of glittering ostentation have become for all time impossible. . . .

Topic E **The Weimar Republic and National Socialism**

1. Summarize the message of this portion of the speech (see Document E).
2. Outline the development of National Socialist foreign policy up to the time of the speech.
3. Describe the National Socialists' educational and propaganda measures with which the "inner solidarity of the nation" (see Document E, line 39) would be achieved.
4. "The people of the year 1938 are not the people of 1918" (see Document E, lines 43-44). What was Hitler's intention in saying this?
5. Show the connections between the ideology and the foreign policy of National Socialism.

Document E: An excerpt from a speech by Hitler in Saarbrücken (October 9, 1938); quoted in Max Domarus, *Hitler, Reden und Proklamationen 1932-1945,* vol. 1, pt. 2 (Wiesbaden, 1973), pp. 954f.

Germans! Comrades!

Whenever I come to your district amidst these great days and happenings, I come to the conclusion that no one is more capable than you of understanding recent weeks. You, my men and women of the Saar-Palatinate, have yourselves experienced what it means to be separated from the Reich; by the same token, you have also felt the joy of reunification. Furthermore, you have endured for almost two decades the great pain of separation. Therefore, be happy, be overjoyed that the hour of freedom has finally struck which brings you back once again to our common great German Reich. The millions of Germans in the Sudetenland have achieved the same, and the same jubi-

lation that once stirred in you now seizes them. At the beginning of this, the twentieth year after our collapse, I have issued a decree to lead back to the Reich the 10 million Germans who remained outside our borders.

In this I was fully aware that such a return could only be accomplished through our own power. The rest of the world neither saw nor wanted to see that, despite the so-called human right of self-determination, 10 million persons were separated from the German Reich and suppressed because of their German identity. And they neither understood nor wanted to understand that these persons had only one great desire: To return to the Reich!

These international cosmopolites, who to be sure had sympathy for every criminal called to account in Germany, remained deaf to the plight of 10 million Germans. Even today this world is filled with the spirit of Versailles. No one can tell us that it has emerged from it. No: Germany has emerged from it!

A difficult decision had to be made. Even among us there are weaklings who may not have understood this. However, it is a matter of course that in all times it has been the honor of true statesmen to assume such a responsibility.

A series of conditions were necessary before this solution could be achieved:

Number one, the inner solidarity of the nation. When I issued this decree I was convinced that I was the leader of a manly people.

I know, what perhaps many in the rest of the world and even a few in Germany do not seem to know, that the people of the year 1938 are not the people of the year 1918. No one can overlook the stupendous work in education achieved by our ideology. Today there has arisen a community of people of such power and strength as Germany has never known. This was the first precondition for the success of such a struggle.

The second was the national arming which I supported fanatically for nearly the past six years.

It is my opinion that it is cheaper to arm before the event than to remain unarmed and fall victim to the event and then pay tribute.

The third precondition was achieving the security of the Reich. You are yourselves witnesses to a powerful work which was brought to completion in your own backyards. I do not need to give you any specifics. I am only stating my conviction, that no power in the world will ever succeed in penetrating this wall!

And fourth: We have also won friends abroad. The Axis,

which people in other countries sometimes believed themselves able to ridicule, has not only proven itself lasting over the past two and a half years but has demonstrated its durability even in the worst of times. . . .

Topic F The Problem of Germany in the Context of the Global Political Constellations of the Postwar Period

1. Describe the different political and social conditions in the Soviet zone of occupation (SZO) and in the Western zones of occupation between the end of the war and May 1946.
2. a) According to Documents 1F and 2F, how did Schlange-Schöningen and Mueller assess the situation in the SZO? Determine from this the different positions taken toward the German question.
   b) Examine the extent to which these positions conformed to the ideas of the three Western allies about Germany.
3. Show the attempts made from 1946 to 1952 to find a solution to the problem of German unification. Briefly explain why these attempts failed.
4. Analyze how Schlange-Schöningen's demands (see Document 1F, lines 18-27) were realized between 1948 and 1955.

Document 1F: An excerpt from a report on a trip to Thuringia by the CDU politician Hans Schlange-Schöningen (May 17, 1946); quoted in Deutsches Institut für Fernstudien der Universität Tübingen, *Fernstudium Geschichte, Deutsche Geschichte nach 1945* (Tübingen, 1986), pp. 86f.

Through extensive observations of conditions in Thuringia, I have come to the conclusion that the Russians will not vacate this region (this refers in each case to the entire SZO) for a long time. Should it appear otherwise, it will only be so long as they under no circumstance relinquish their political influence. . . . Russia is in the process of establishing in Thuringia a Soviet buffer state controlled by Communists. . . .

As painful as this is for an East German who has lost his homeland, I have to take into consideration the rest of my fatherland: It seems to me pointless to be stalled in endless negotiations with the Russians while allowing the Western zones to grow weaker. Instead, I have concluded that perhaps after one final short-term and limited effort

at negotiations with the Soviet government in order to clear up the question of reparations, it is absolutely vital to organize the three zones as part of a clear-sighted Western policy: a German central government with executive authority under the control of the Western powers; abolition of all boundaries between zones; the solution to the problem of the Ruhr; and, if possible—and it will probably have to be in conjunction with America—a two-year moratorium (delay of reparation payments) for Germany that would finally make economic recovery possible—in this way creating an economically and politically healthier and stronger bloc, firmly linked to West European politics and culture, in opposition to the aspirations of the Russians.

As a result, there will perhaps soon be sufficient leverage to make the Russians pull back to the Oder. . . .

Document 2F: An excerpt from a report on a trip to Weimar by the nonpartisan Hessian Minister of Economics, Rudolf Mueller (May 17, 1946); quoted in *Fernstudium Geschichte, Deutsche Geschichte nach 1945*, p. 87.

I can only repeat that every journey there is to be likened to a missionary journey. What is decided there also decides what happens here and beyond, up to the furthest reaches of the West. If we fail now to remember that we must and also can oppose the formation of a single-party state in the eastern zone, then in political terms there is nothing to be done for us. I now regard it almost less important to keep communism out of the western zone than it is to combat it in the eastern zone, where I see in communism the Russian variety of one-party dictatorship. Our position in the West is infinitely stronger than we believe. . . .

We must and can fight against the development of a one-party system and the pauperizing of the eastern zone, even if we are required to sacrifice heavily our own resources. From an economic and a political perspective, it is hardly to be believed that for months our political energies have been taken up primarily with the question of the constitution. Plain issues of survival and the salvation of Germany as an organic body should claim the final energies of each and every German politician. As important as it is first to order one's own house, it is also vital that our last energies be devoted to the question of our existence and its foundations beyond existing boundaries. Following the failure of the efforts to bring about German economic unity, the four zones are beginning to dig in their heels; that is, the occupying powers are doing this in order to maintain order in their own spheres of influence. We must not take part in this wholly short-sighted policy. We must do our utmost in order to salvage the whole. . . .

Abitur from the German State of Baden-Württemberg*

ADVANCED HISTORY

Work time: Four and one-half hours

Write an essay that responds to all parts of either Topic A or B.

Topic A

1. a) Disagreement over the person and the role of the king was a key element in the first phase of the French Revolution. Describe the development of this tense situation from the meeting of the Estates General to the trial of the king.

   b) Among those taking part in the discussion about whether the king should be placed before a regular court was Saint-Just (see Document 1A). Examine the basic political considerations from which Saint-Just proceeded and the conclusion at which he arrived.

   c) Saint-Just was a close confidant of Robespierre. Describe the role and significance of Robespierre later on in the Revolution.

2. a) Antoine de Condorcet described how conditions in pre-revolutionary France were different from those in the British colonies in North America (see Document 2A, lines 1-14). Compare the different conditions mentioned in Document 2A, commenting specifically on three of the ways in which these situations contrasted.

   b) According to Condorcet, how did these different conditions affect the character of both revolutions? Base your comments on Document 2A.

3. Both the American and the French revolutions were world historical events. Choose one of the two and discuss its significance.

*Federal Republic of Germany, State of Baden-Württemberg, Ministry for Culture and Sport, *Abitur 1989*.

Document 1A: An excerpt from Saint-Just's "On the Conviction of Louis XVI" (November 13, 1792)

For my part, I say that the king is to be treated as an enemy. It is not so much that we have to pass judgment on him, but rather that we have to fight against him. Furthermore, since the constitution which binds the French contains nothing about this matter, the trial does not come under civil law, but instead under the law of nations. . . .

We seek the republic, independence, and unity, and already we are divided and are showing consideration for a tyrant. . . . One wants a law that will permit the king to be punished. But if ever there was an individual whose person was considered inviolable under the preceding regime, it was he [the king]. However, I recognize no longer a natural bond between the people and the king. . . .

The constitution is a contract among citizens and not with the government. One does not persist in a constitutional relationship when one has not bound oneself to it. Consequently, Louis, who is not bound by any constitutional obligation, cannot be tried according to the . . . law. This constitution was so oppressive that it bound the citizens, but not the king. Such a contract was necessarily null and void. For only that which is sanctioned by morality and nature is lawful. . . .

For my part, I see no middle ground here. This individual person must rule or die. . . . He will demonstrate to you that all he has done, that all that has happened, has been to preserve the public well-being entrusted to him. If you let yourselves enter into discussion with him, you will be unable to get him to render an account of his hidden malice. He will destroy you in the faulty circle in which you enter to accuse him. . . .

Citizens, the tribunal that will try Louis is no court. It is a council, it is the people; it is you. . . . You have to try Louis. However, you cannot be court, witness, and accuser. The civil form of trial would render your decision unjust. . . .

He was a traitor, not the king of the French. He was the king of a group of conspirators. He levied troops in secret; he had his own civil servants. He regarded the citizens as slaves. . . . Which enemy, which foreigner, has inflicted more evil on us? He must get what he deserves. This is the counsel of wisdom and sound politics. Evil persons make use of all available means: They will try to arouse sympathy; soon they will try to purchase tears with gold; they will do anything to win us over, even bribe us. Should the king ever be acquitted, then remember, people, we will no longer be worthy of your trust.

Document 2A: An excerpt from Antoine de Condorcet's (1743-94) *Sketch for a Historical Picture of the Progress of the Human Mind*

(The French Revolution) was more comprehensive than the American, because its course at home was less peaceful. The Americans, content with the civil and criminal laws inherited from England, did not have to reform a deficient system of taxation (this does not refer to the motherland's taxation of the American colonies) or remove a feudal tyranny, an entrenched class system, privileged institutions that were rich and powerful, or a system of religious intolerance. Hence, they could limit themselves to introducing new institutions to replace those through which Britain had up to then governed them. These innovations did not affect in their particularities the masses of people; nothing changed in the existing relationships among individuals. For the opposite reasons, the Revolution in France had to encompass the entire structure of society, alter all social relations, penetrating all the way down through to the most basic political relationships of those persons who quietly earned a living off the land or through their trade and who took no part in public movements, neither through their views or activities nor out of any desire for property, honor, or fame. . . .

Topic B

1. a) Show how the author of Document 1B judged the revolution of 1848-49 and determine—based on Document 1B—his political perspective.

   b) Validate the correctness of the assertion in Document 1B that the "constitutional achievement" of 1848 became the constitutional basis of the German Empire of 1871 (see Document 1B, lines 25-31).

2. How would you characterize "conditions in Germany" before the outbreak of the revolution of 1848 as represented in Document 1B, lines 9-10?

3. a) What role does the author of Document 2B assign to Bismarck in the unification of Germany, and how does he assess his politics as a whole?

   b) Determine from Document 2B the political perspective and historical views of the author.

4. Assess the statement of the author of Document 2B: "But in the German proletariat he encountered the rock on which his boat ran aground" (see lines 42–44).

5. In October 1918, the revision of the imperial constitution led to the establishment of the parliamentary system in the Empire. Explain how the parliamentary system came about and show the significance of this development for democracy in the Weimar Republic.

Document 1B: An excerpt from an account of the revolution of 1848-49 which appeared in 1898 as "The Anniversary Gift for the German People"

Seldom in all of human history was the mighty uprising of an energetic people followed so directly by a terrible, tragic reversal as it was when an inexpressably hard, sad, and reactionary decade succeeded the German "Spring time of the Peoples" of the year 1848. From this awful decade, with its death-like silence and its air of decay, there arose that arrogant and unfair assessment of the movement of 1848 and of its leaders: Their overweening idealism had overlooked entirely actual historical and political conditions in Germany and, hence, accomplished nothing for Germany except for a completely impractical constitution, on which the ideologues of that era left their mark. . . . The truth, however, is that the German movement of the year 1848, legally embodied in the Frankfurt Parliament, in an exemplary manner laid the basis for the constitution of the future German Empire.

Even the liberties which the current German constitution guarantees to German citizens are largely the product of the year 1848—above all, free, equal, and direct suffrage; freedom of speech; the legal immunity of legislators; the unrestricted power of the purse; as well as the legislative authority of the Reichstag, the cooperation and approval of which provide the necessary legal basis for every piece of legislation, etc.; and, finally, the free right of petition for all Germans. . . . These represent the accomplishments and the constitutional achievement of the "ideologues" of 1848! The greatest statesman of realpolitik in Germany and perhaps in any nation, Prince Bismarck, judged the constitution to be so good that without hesitation he made it the constitutional foundation of the North German Confederation and then of the German Empire. . . .

Thus, the movement of 1848 sowed the seeds for the great German harvest which first began in 1866 and could only be brought to completion in 1870-71. Even today very few Germans recognize the close connection between the constitutional basis of the new German Empire and the ardent labors of the year 1848.

Document 2B: An excerpt from an article on the establishment of a monument to Bismarck which appeared in 1901 in the weekly *Die Neue Zeit*

Now . . . it would be unreasonable to deny him at the very least some words of remembrance, not because a monument to him is being unveiled—for there are already countless monuments—but rather because this monument is situated in front of the Reichstag building. . . .

Since the time the German Customs Union emerged under the hegemony of Prussia, the question of German unity was such that either the German bourgeoisie would create a bourgeois empire or the Prussian crown would create an "extended Prussia," in the words of Emperor Wilhelm I. Both sides had a try—the bourgeoisie during the revolution of 1848 and the Prussian crown during the counterrevolution of the following years. Neither, however, was successful. . . . But the growth of the economy proceeded down an inexorable path, and after the phenomenal boom of the fifties, the question which had already been posed with the formation of the Customs Union became more burning than ever. . . .

The feeble efforts at reconciliation during the new era were followed by the bitter scuffling of the years of conflict. The two sides could not come together, so great was the mistrust. To perceive the situation correctly and to act accordingly, to bully the two feuding parties in such a way that like it or not they completed what was a historical necessity—this was the historical achievement of Bismarck.

(One will) see in the history of the sixties . . . the figure of Bismarck from its most favorable vantage point—from a far more favorable vantage point than in the two decades when he was the celebrated "secular person" and accomplished nothing but a series of follies, which only in the most satirical sense deserve to be called the acts of a statesman.

What we have here is not a statesman, but rather an experienced politician who always employed the same methods through which he once achieved great success. Bismarck clung to the bullying techniques which served him so very well with the Prussian crown and with the German bourgeoisie. But they served him very poorly when he tangled with the Catholic church and even worse when he dared to silence the German working class. He eventually came to terms with the Catholic church, it being an intrinsically reactionary power, . . . but in the German proletariat he encountered the rock on which his boat ran aground. . . .

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England and Wales

As sixteen-year-olds in England and Wales finish compulsory schooling, they take examinations that lead to the General Certificate of Secondary Education (GCSE). Tied to the national curriculum currently being developed, the GCSE examination is evolving as the curriculum changes. In early 1991, plans were announced to require all students to take GCSEs in three subjects: English, mathematics, and science. While the study of either history or geography (as well as technology and a modern foreign language) is also compulsory to age 16, students can choose whether to have their competence in these and other subjects assessed by GCSE examinations, which are graded from A to G.

A recent survey of sixteen-year-olds in England showed slightly over half planning to go on with their education, with those achieving grades of A, B, or C on five or more of their GCSE examinations—a group comprising about one-third of sixteen-year-olds—by far the most likely to plan to continue. Many of these students will begin a final two-year course of secondary education leading to the advanced, or A-level, exams traditionally taken by candidates for higher education. The A-level course of study is specialized, with the college-bound student typically taking three courses. In 1988-89, 22 percent of all eighteen-year-olds in England passed one or more A-level examinations; 12 percent, three or more.

The GCSE and A-level examinations are developed and administered by regional and university-affiliated examining boards in England and Wales. Thus, students taking a history examination at a given time are not all taking the same test. Examinations are kept to a common standard by an ongoing process of coordination and consultation. In addition, the School Examinations and Assessment Council, a body established by Parliament, approves syllabuses and examinations for the GCSE.

A recurrent criticism of education in England and Wales is that the last two years of secondary school are too specialized. In an effort to broaden the curriculum for sixteen- to eighteen-year-olds, Advanced Supplementary (AS) examinations, which permit the study of additional subjects, have been introduced alongside A-levels. Another aim of education reformers is "wider assessment": combining teacher-assessed course work with examination scores to evaluate students, for example, or keeping a record of student achievements across the range of extracurricular, as well as curricular, activities.

The two examinations that follow, the first a GCSE and the second an A-level, are both from the Southern Examining Group.

General Certificate of Secondary Education*
Summer Examination, 1989

HISTORY
British History, 1485-1714

Time allowed: **Two hours**

This paper is divided into **three** Sections.

Answer **three** questions, choosing **one** from Section A, **one** from Section B and **one** from Section C.

The questions answered in Sections B and C **must be on different Themes.**

Mark allocations are shown in brackets.

SECTION A

You should spend approximately 50 minutes on this section. Answer **either** Question 1 **or** Question 2. Each question carries a total of 50 marks.

1. Religious Conflicts

Study Sources A to D and then attempt **all** parts of Question 1. When referring to the Sources in your answers, you should identify them by letter.

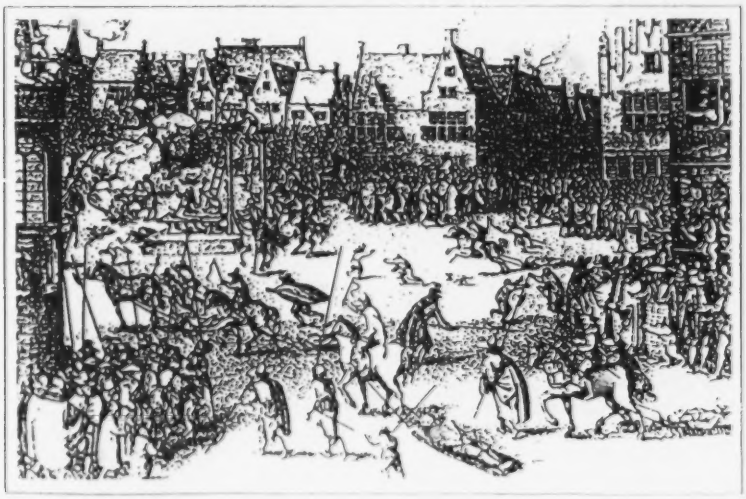
Source A: **an outline of the Gunpowder Plot, 1605**

A handful of Catholics hoped to destroy James, together with many members of his government and of both Houses of Parliament. The occasion was to be the state opening of Parliament in 1605. The building in which this ceremony took place was the House of Lords, and underneath this building there were cellars, which could be rented by private citizens who wished to store their goods. The conspirators rented one of these cellars, and put into it thirty-six barrels of gunpowder, enough to shatter the building and kill most of those who were inside. In the confusion which would follow such a catastrophe they hoped to seize control of the country in the name of the King of Spain.

—from *Britain, Europe and the World, 1485-1713* (1974) by D. Witcombe

*Southern Examining Group, *General Certificate of Secondary Education*, History Syllabus 3, Paper 1 (1989). Reprinted with the permission of the copyright owner, Southern Examining Group.

Source B: **the execution of the Gunpowder Conspirators**



—from an early seventeenth-century print

Source C: **some doubts about the Gunpowder Plot story**

There are several odd things about this story. The conspirators apparently first tried to dig a tunnel, but no one in the crowded streets of Westminster seems to have noticed anything unusual; nor have any traces of the tunnel ever been discovered. People could buy gunpowder only by government licence, which was unlikely to be granted to Catholics; and it is very odd that no one noticed such a large number of barrels being put so suspiciously near Parliament . . . As soldiers arrested the leading conspirators, two of them, Catesby and Percy, were shot. Did they know too much to be brought to trial? The others were all found guilty, and hanged, drawn and quartered—except for Tresham. He was imprisoned after the others were tried, and died suddenly and mysteriously in the Tower in December 1605.

—from *A World of Change, 1450-1700* (1987) by R. Kelly

Source D: **Protestant thanksgiving in England more than 200 years after the Gunpowder Plot**

Sunday next being the 5th of November, a form of public prayer with thanksgiving is to be read in our Churches for great mercies granted unto us. Since the Gunpowder Treason had for its object the entire destruction of the Protestant Establishment in Church and State, and the restoring of Popery on its ruins, all true Protestant Englishmen will ever look upon the 5th November as a day of rejoicing — a day of public prayer and thanksgiving to Almighty God for the countless blessings of his special favour and protection.

—adapted from a Protestant magazine of 1837

Question 1

a) What can be learnt from Source A about the reasons for the Gunpowder Plot of 1605? (4 marks)

b) Do you think that the author of Source A believed that the Plot was likely to succeed? Explain your answer. (6 marks)

c) Source C casts doubts on some aspects of the Gunpowder Plot. Does this mean that Source A is inaccurate? Explain your answer. (6 marks)

d) Source B was an anti-Catholic drawing completed soon after 1605.

i) To what extent is it likely to be accurate?
ii) How useful is it as historical evidence? (8 marks)

e) What is the attitude of the author of Source D towards "the Gunpowder Treason" (line 3)? (6 marks)

f) Source B shows anti-Catholic feeling early in the seventeenth century.

Using your own knowledge, explain why this attitude continued to exist through the Stuart period. (10 marks)

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g) In the reign of Queen Mary (1553-58) over 300 Protestants were burnt because of their religion. By the end of the seventeenth century, nobody was being put to death solely for religious beliefs.

Using your own knowledge, explain the reasons for this change. (10 marks)

TOTAL: 50 marks

2. Economic and Commercial Developments

Study Sources A to E and then attempt **all** parts of Question 2. When referring to the Sources in your answers, you should identify them by letter.

Source A: **a field enclosed for arable farming**

—from a sixteenth-century drawing

Source B: **a shepherd looking after his flock**

—from a sixteenth-century drawing

Source C: **the effect of rising prices**

> **The price of corn rose, and that higher price encouraged every man to set plough in the ground, to cultivate waste ground, yea, to turn the lands which are enclosed from pasture to arable land; for every man will more gladly follow anything where they see the more profit and gain.**
>
> **—adapted from *A Discourse of the Common Weal of this Realm of England,* a pamphlet written in about 1549**

Source D: **the effect of rising prices during the sixteenth century**

> **Landowners saw that with the growth of the woollen industry there were good profits to be made from sheep-farming. They fenced in or enclosed their land and the commons on which the villagers had grazed their cattle. Most of their farmworkers were sacked, except for one or two who were needed as shepherds. The government passed laws against enclosure for sheep-farming, but they had little effect.**
>
> **—from *Medieval and Tudor Britain* (1967) by V. E. Chancellor**

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Source E: **the response of agriculture to a rising population in the early seventeenth century**

How did English agriculture respond to the challenge posed by the doubling of the population between 1500 and 1650? Recent research has shown that some areas were less able than others to adapt farming methods to new circumstances. It proved much easier to convert the lighter soil regions of eastern England to mixed animal-arable farming, than it did the heavy clay areas of the Midlands . . .

It is, of course, difficult to know how typical were the farmers who introduced new ideas in an attempt to profit from the rising prices and demand for food. One early seventeenth-century farmer, Robert Loder, was not typical, in that he left a diary about his farming activities in Berkshire. His diary is one of the most important primary sources for the history of English agriculture in this period.

—adapted from *The Stuart Age* (1980) by B. Coward

Question 2

a) What impression does Source A give of the effects of enclosure on arable farming? (4 marks)

b) Compare the scenes shown in Sources A and B. Can any useful conclusions about agriculture be drawn from this comparison? Explain your answer. (6 marks)

c) According to Source C, why was some land turned from pasture to arable? (4 marks)

d) Sources A and C are primary sources. How reliable do you think they are as evidence about farming in the sixteenth century? (6 marks)

e) Using Source D and your own knowledge, explain how the enclosure of "the commons" (line 4) affected the villagers. (4 marks)

f) Using your own knowledge:

i) explain why the government passed laws against enclosure for sheep farming;

ii) explain why these laws had little effect. (8 marks)

g) Sources C and D seem to contradict each other. To what extent does Source E provide an explanation for this? (8 marks)

h) "In the sixteenth and seventeenth centuries population growth was the main cause of changes in English industry and overseas trade."

Do you agree or disagree with this statement? Explain your answer. (10 marks)

TOTAL: 50 marks

SECTIONS B AND C

You should spend approximately 1 hour and 10 minutes on these two Sections. Answer **one** question from Section B and **one** question from Section C, but from **different** Themes.

SECTION B

Answer **one** question from this Section.

Each question carries a total of 25 marks.

3. Parliament

Many Puritan landowners supported the execution of Charles I in 1649 and the rule of Oliver Cromwell which followed, but by 1660 many of them were actively in favour of the Restoration of Charles II.

Why was this?

TOTAL: 25 marks

4. England's Relations with Scotland and Ireland

During his reign, James I gave large estates of land in Ulster to some English Protestants. How might they have justified this policy of plantations?

Your answer might include reference to:

—attempts to conquer Ireland by Henry VII and Henry VIII;
—problems posed by Ireland in the reign of Elizabeth I;
—reasons for James I's policy of plantations;
—future benefits to England.

TOTAL: 25 marks

5. Exploration and Colonisation

English merchants provided considerable sums of money to help finance a voyage to discover a North-West Passage round North America in 1576. Seven months after the expedition had set sail no news had been received about its whereabouts, or its success or failure.

a) Explain why English merchants might have been prepared to invest in the expedition of 1576, in view of the risks attached to such expeditions.

b) Explain how they might have felt about the lack of news, giving explanations they might have offered about the fate of the expedition.

TOTAL: 25 marks

6. Social Life and Change in England

William Harvey first discovered the circulation of the blood. This was an important step forward in the understanding of how the human body worked, but it did not lead directly to an improvement in medical care. The bleeding and purging which must have contributed to so many deaths continued well into the nineteenth century.

—from *A World of Change* (1987) by R. Kelly

How might doctors in England in the mid-seventeenth century have reacted to Harvey's discovery of the circulation of the blood?

TOTAL: 25 marks

7. England and Spain

What hopes and fears might members of the court of Philip II have had about the aims and chances of success of the Spanish Armada as it set sail in the summer of 1588?

TOTAL: 25 marks

8. Education, Thought and Culture in England

What might members of the court of Charles II have felt about the theatre and musical entertainment of the reign?

Your answer might include reference to:

—the increased freedom allowed to playwrights and actors;
—the variety of music;
—the opportunities to meet other people.

TOTAL: 25 marks

SECTION C

Answer **one** question only, on a **different** Theme from that answered in **Section B.** Each question carries a total of 25 marks.

9. Parliament

Study the extract below and then attempt **all** parts of the question.

Before the reign of Elizabeth country knights had attended Parliament somewhat reluctantly as a duty. Their journey to Westminster took them away from their estates, their business and their accustomed pleasures, and brought them to an unfamiliar and not altogether attractive city life.

By the reign of Elizabeth, their attitude had changed. They were now eager to become courtiers and statesmen, competing with each other for places in the parliament house. They were full of great schemes for the better government of both State and Church. They were only too pleased to have the opportunity of sharing for a while in the exciting life of the capital . . .

This change in their attitude towards Parliament and their duties and opportunities as MPs was the really vital development in the history of Parliament in the sixteenth century.

—adapted from *Reformation and Resurgence* (1963) by G. W. O. Woodward

a) According to the extract, why was there competition to become Members of Parliament (MPs) in the later sixteenth century? (4 marks)

b) Using your own knowledge as well as the extract, explain why Parliament had become more important in the reign of Elizabeth I than it had been in the reign of Henry VII. (6 marks)

c) In what ways was Elizabeth I able to curb the ambitions of some MPs who were aiming to extend the powers and privileges of the House of Commons? (6 marks)

d) Why did James I find it more difficult than Elizabeth I to deal with the House of Commons, and with what results? (9 marks)

TOTAL: 25 marks

10. England's Relations with Scotland and Ireland

Study the extracts below, and then attempt all parts of the question.

Extract A

On some points James I showed himself to be more far-seeing than his subjects, for example, in his campaign during the early years of his reign for a complete union of the two countries of England and Scotland. He fought a losing battle over this. For the time being, little beyond a personal union of the Crowns was achieved. More was blocked by the personal interests and suspicions on both sides.

—adapted from *The Struggle for the Constitution* (1963) by G. E. Aylmer

Extract B

Article I —That the two kingdoms of England and Scotland shall, upon the first day of May in the year 1707, and for ever after, be united into one kingdom by the name of Great Britain.

Article III —That the united kingdom of Great Britain be represented by one and the same Parliament.

Article IV —That all the subjects of the united kingdom of Great Britain shall have full freedom of trade and navigation to and from any place within the same united kingdom.

—from the *Act of Union* (1707)

a) Using Extracts A and B, to what extent was James I able to unite England and Scotland? (5 marks)

b) Using your own knowledge, explain why James I met resistance to a full union of the two countries. (5 marks)

c) Choose **one** episode in the seventeenth century when the lack of a full union caused problems in both countries. Explain the nature of the problems. (7 marks)

d) In the reign of Queen Anne there was a change of attitudes which enabled the full union to take place in 1707.

What caused this change of attitudes? (8 marks)

TOTAL: 25 marks

11. Exploration and Colonisation

Study the extracts below and then attempt **all** parts of the question.

Extract A

Exports to Virginia, Jamaica and Maryland include beef and pork salted, peas, flour, biscuit, codfish and salt mackerel.

Exports to Barbados, Nevis, St. Christopher and the other islands, the above commodities, together with horses and houses ready framed.

The commodities imported from the plantations are tobacco, sugar, cotton wool, ginger and rum, which are again transported to other ports.

—adapted from *Narrative* (1676) by E. Randolph

Extract B

The Estimated Population of British North America in 1700

Mainland colonies		West Indies	
White	250 000	White	32 000
Black	25 000	Black	130 000
	275 000		162 000

a) What does Extract A indicate about the ways in which the North American colonies (including the West Indies) were developing? (3 marks)

b) Why had English colonies been established in the early seventeenth century? (4 marks)

c) Using Extract A and your own knowledge, explain what benefits Britain gained from these developing colonies. (6 marks)

d) Colonies in North America (including the West Indies) developed rapidly in the second half of the seventeenth century, after their slow progress earlier on.

Using Extracts A and B and your own knowledge, explain why this was so. (12 marks)

TOTAL: 25 marks

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12. Social Life and Change in England

Study the illustrations below and then attempt **all** parts of the question.

Illustration A: a persistent beggar is publicly hanged

Illustration B: a public whipping

a) What impressions of Tudor methods of punishment can be gained from the above illustrations? (4 marks)

b) Why did problems of law and order increase in the sixteenth century? (8 marks)

c) What was the importance of the Justices of the Peace (JPs) in enforcing law and order? (6 marks)

d) As well as enforcing law and order, JPs were increasingly important in other ways in the sixteenth century.

Explain why this was so. (7 marks)

Total: 25 marks

13. England and Spain

Study the extracts below and then attempt **all** parts of the question.

Extract A

> **A true friendship and alliance shall be observed henceforth between Ferdinand and Isabella, their heirs and subjects, and Henry VII, his heirs and subjects. They promise to assist one another in defending their present and future dominions against any enemy whatsoever.**
>
> **—from the *Treaty of Medina del Campo* (1489)**

Extract B

> **At the beginning of his reign James I had wisely made peace with Spain (1604) . . . But to the horror of many of his subjects he proposed to follow this by a marriage between his son, Charles, and a princess of Spain.**
>
> **—from *Britain, Europe and the World, 1485-1713* (1974) by D. Witcombe**

a) According to Extract A, what was the relationship to be between England and Spain after 1489? (4 marks)

b) Why was a Spanish alliance important to England in the reign of Henry VII? (7 marks)

c) The author of Extract B believes that James I was wise to make peace with Spain in 1604. Do you agree with him? Explain your answer. (7 marks)

d) Why was there so much opposition to the proposed marriage alliance with Spain in the reign of James I? (7 marks)

TOTAL: 25 marks

14. Education, Thought and Culture in England

Study the extracts below and then attempt **all** parts of the question.

> **Before Henry VIII's time, most boys of well-to-do families had received their education in the household of a great lord or at a monastic school. After the dissolution of the monasteries some of the latter carried on as grammar or cathedral schools . . . A typical school of the period was said to have been established "for the instruction of boys as well in the rudiments[1] as in all the art of grammar". The word "grammar" refers to the teaching of Latin and possibly Greek. Lessons were learnt by heart in a dull and uninteresting way.**
>
> **—from *The Early Modern Age* (1972) by L. E. Snellgrove**

[1]rudiments = basic subjects

a) What is suggested in the above extract about the effect of the dissolution of the monasteries on education in the early sixteenth century? (4 marks)

b) What subjects were taught at a typical sixteenth-century grammar school, and how were pupils treated? (8 marks)

c) Why did the demand for education increase during the sixteenth century? (6 marks)

d) Explain the weaknesses of universities as centres of learning in the sixteenth century. (7 marks)

TOTAL: 25 marks

General Certificate of Education*
Advanced Level

HISTORY
History of the U.S.A., 1783-1974

3 hours allowed

Answer **any four** questions. All questions carry equal marks.

Ensure that you pay close attention to the specific wording of the question, answer all its aspects and maintain strict relevance to its requirements.

When writing an essay, it is necessary to frame an argument and to use information as evidence to support your case; descriptive or narrative material is of limited value. Appropriate references to historical sources will be credited.

You are reminded of the necessity for good English and orderly presentation in your answers.

Section A: **Political History, 1783-1878**

1. Why, and with what justification, is the Presidential election of 1800 spoken of as a "revolution"?
2. Why did Virginians dominate the Presidency from 1789 to 1825?
3. Assess the extent and significance of opposition to western expansion in the pre-Civil War period.
4. "It was necessary to free the slaves to win the war; the war was not fought to free the slaves." Discuss this judgment of the Civil War.
5. With what justification has the compromise of 1877 been considered a triumph for political parties and a disaster for the national interest?

*The Associated Examining Board (Southern Examining Group), *General Certificate of Education*, Advanced Level, Advanced Common History Paper 1 (1989). Reprinted with the permission of the copyright owner, The Associated Examining Board.

Section B: **Political History, 1878-1974**

6. Why were so many of the victories of progressivism won at city or state, rather than at federal, level?
7. Account for the prominence of the temperance issue in American politics from ca. 1900 to 1933.
8. "Unbelievably naive" or "a dogged man of principle": which verdict better characterises the conduct of Woodrow Wilson from 1917 to 1920?
9. Why, and to what extent, did American party politics to 1974 follow the pattern set in the 1930s?
10. Why, and with what consequences, did the Supreme Court involve itself after 1950 in **either** (a) electoral apportionment **or** (b) civil rights?

Section C: **General**

11. "Government regulation did more harm than good to the American economy." Examine this statement with reference to the period 1880 to 1920.
12. Assess the contribution to American identity of **one** of the following:
    a) Louis Armstrong,
    b) Henry Ford,
    c) Jesse Owens,
    d) Elvis Presley.
13. Why was evangelical protestantism so important a force in American life, and what effects did it have in the period 1800-1860 **or** 1900-1960?
14. Examine the causes and consequences of the black migration from south to north in the inter-war period.
15. Why did so much controversy surround the career of **either** Douglas MacArthur **or** John Foster Dulles?
16. To what extent does the conduct of American foreign policy, 1954-1974, offer evidence for the existence and influence of a "military-industrial complex"?
17. Why was the Bay of Pigs expedition undertaken, and why was it a fiasco?

JAPAN

All students wishing to attend a national or local public university, as well as some who are aiming for private institutions, take the Test of the National Center for University Entrance Examination (TNCUEE). In January of 1990, 430,542 students took the TNCUEE.

The TNCUEE covers five areas of knowledge: Japanese, humanities/social sciences, mathematics, science, and foreign language. Within these broad subject areas, students have some options. In humanities/social sciences, for example, there are five possibilities: contemporary society; geography; ethics, politics, and economics; Japanese history; and world history. Depending on the course of study followed in high school, as well as on the requirements of the university a student wishes to attend, he or she chooses one of these five for an hour-long examination.

At most universities, factors besides TNCUEE scores are taken into account in determining admissions. Grades are important, for example. Many universities give applicants a second examination, this one prepared by the faculty of the individual institution. These second examinations, in contrast to the TNCUEE, typically require students to write short essays.

Exam competition is intense. In 1990, for example, the ratio of students taking the TNCUEE to places available in entering classes at public institutions was almost four to one. To increase their chances of doing well, many students attend commercially run cram schools (*juku*) after school and on weekends. Students who do not do well enough on the examinations to gain admittance to the university of their choice will often spend a year or more studying to take the examination again. Many of these students (known as *rōnin* or "masterless samurai") enroll full-time in juku in order to prepare. Their extra study often pays off. According to one

report, more than half those admitted to Tokyo University in 1984 were rōnin.

The annual administering of the TNCUEE is an event of such nationwide interest that newspapers print the full text of the test. University entrance examinations are often severely criticized for the stress they place on students and for the rote learning they are said to encourage. But, as a 1987 report from the United States Department of Education noted, Japanese university entrance examinations have many positive aspects: "They buttress academic standards and foster achievement throughout precollegiate education. Because the examination system tests primarily what is known rather than student aptitude, Japanese young people come to know a lot in a variety of fields."

The multiple-choice examination questions that follow are from the humanities/social sciences part of the 1990 TNCUEE. Included are translations of the complete examinations for world history and Japanese history. At the conclusion of these examples is a translation of excerpts from a University of Tokyo examination in world history administered in 1989.

Test of the National Center for University Entrance Examination*

WORLD HISTORY

Work time: One hour

I. Read passages A through C regarding relationships between England and France and answer the corresponding questions.

A. In 1066, William, who ruled the (1) dukedom of Normandy in northern France, invaded England and started the rule of the House of Normandy. After this, (2) French institutions, books, and arts were introduced to England, greatly influencing its society and culture. In 1154, the count of Angiers in France succeeded to the English throne and started the House of (3) _____ , bringing England further under French influence. In 1339, the English king, Edward III, demanded the right to rule France and sent forces, thus beginning (4) the Hundred Years' War. As a result of this war, both England and France became more unified as nations.

1. Choose the correct sentence from the following regarding underlined portion (1).
   a) It was a country settled by the Vikings.
   b) It was a country settled by the Celts.
   c) It was a country settled by the Franks.
   d) It was a country settled by the Anglo-Saxons.
2. Choose the correct sentence from the following regarding underlined portion (2).
   a) The cotton industry was started as a result of the introduction of advanced production technology from France.
   b) Christianity was introduced from France and the Anglican church was established.
   c) In spite of the influence of French feudalism, monarchical power remained relatively strong.
   d) The Songs of Nibelungen, which originated in France, were translated into English.

*Japan, National Center for University Entrance Examination, *Test of the National Center for University Entrance Examination* (Tokyo: 1990), pp. 22-63.

3. Choose the appropriate name of the dynasty to fill in blank (3) from the following.

   a) Valois
   b) Capetian
   c) Tudor
   d) Plantagenet
   e) Lancaster

4. Choose the INCORRECT sentence below regarding underlined portion (4).

   a) Among the causes of this war was a struggle over control of Flanders, which was a center of the woolen industry.

   b) During this war, the Jacqueries' Rebellion broke out in France.

   c) Near the end of this war, Joan of Arc, declaring that she had received God's revelation, appeared in France and reversed the tide of war.

   d) Near the end of this war, the War of the Roses broke out in England, and the nobles fought among themselves, thus bringing about English defeat.

B. English agriculturalist Arthur Young, who traveled in France before the French Revolution, recorded the following in his journal. (Some portions of the original passage have been rewritten or omitted.)

> In Abbeville, I saw (1) a wool manufactory established by Louis XIV. When I talked with the managers of this workshop, I found that they were (2) highly critical of the new commercial treaty with England. In Amiens, manufactory managers were similarly critical of the commercial treaty with England.
>
> In many parts of France, small plots of land are owned by farmers (3) to an extent that is unthinkable in England. (4) Such small farmer-owned plots probably make up a third of the territory of the French kingdom.

1. As underlined portion (1) indicates, Louis XIV established manufactories in many parts of the country based on the policy of mercantilism advocated by [Jean-Baptiste] Colbert. Choose the correct sentence from the following regarding this point.

a) Louis XIV abolished guilds all over the country to encourage these manufactories.

b) England proclaimed the Navigation Act in order to compete with these manufactories.

c) Louis XIV sought to increase state income through exporting products of these manufactories.

d) Louis XIV employed the Huguenots in these manufactories and prevented their emigration abroad.

2. The commercial treaty referred to in underlined portion (2) is the 1786 Anglo-French Treaty of Commerce, which encouraged trade liberalization between England and France. Choose the appropriate reason for the criticism of this treaty by the managers of French workshops.

a) Because the theory of mercantilism advocated by Adam Smith and [François] Quesnay was still widely held.

b) Because French industries were damaged by the influx of cheap textile products from England, where the Industrial Revolution had already started.

c) Because, in spite of trade liberalization, England simultaneously instituted the Corn Laws and blocked grain imports from France.

d) Because, in the course of trade liberalization, France was also obliged to introduce a Factory Act which England had already instituted to protect child workers.

3. As Young pointed out in underlined portion (3), small agricultural plots made up a much smaller portion of agricultural lands in England than in France at the end of the eighteenth century. Choose the most appropriate reason for this from the following.

a) In England, the cotton industry had been prospering in the cities since the late Middle Ages, and most farmers had emigrated to the cities.

b) During the Puritan revolution, farmers could not defend their lands because the Presbyterians, who represented their interests, were suppressed.

c) Because England acquired large colonies in the New World and India, most farmers had emigrated to these colonies.

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d) In England, most agricultural lands were concentrated into the hands of large landholders after the first and second enclosures.

4. As Young pointed out in underlined portion (4), there was a wide dispersal of small-scale landholding among farmers in France under the rule of feudal lords immediately before the outbreak of the French Revolution. Regarding the relationship between the owners of such small farm lands and the French Revolution, choose the statement which is INCORRECT from the following.

   a) In 1789, the Assembly decided to abolish feudal rights, but the rights of feudal lords over farmers' lands (such as rights for collecting land taxes) were abolished with indemnity.

   b) Farmers, who were dissatisfied with the abolition of feudal rights with indemnity, fully supported the antigovernment movement led by [François-Noël] Babeuf and started rebellions in many places.

   c) Under the rule of the Jacobins, all the rights of feudal lords over farmers' lands were abolished without indemnification.

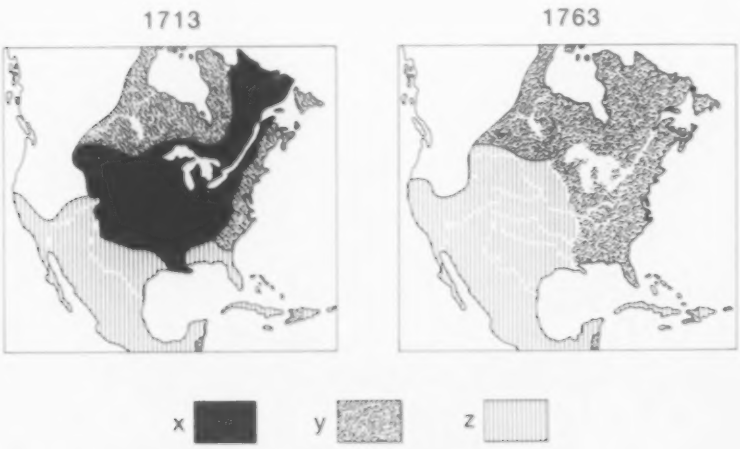
   d) Farmers who gained from the Revolution soon became a conservative force and provided support to Napoleon.

C. In the modern period, England and France struggled fiercely over the rule of colonies overseas. The struggle between England and France became even more fierce during the eighteenth century with the decline of Holland's power. The two countries fought in the colonies every time a war broke out in Europe. After the English victory in the Seven Years' War, England finally established its supremacy in (1) North America and (2) India. But France was intent upon restoring its power and at the time of the (3)_____ joined the war against the English. After the nineteenth century, however, the two countries sometimes (4) worked together to stand against other powers while still fighting each other over territories and spheres of influence.

1. Regarding underlined portion (1) from the passage above, compare the maps below which indicate the territory of European powers in the New World at the end of the War of Spanish Succession (1713) and the end of the Seven

Years' War (1763), respectively. Choose the correct combination of countries from the following.

a) x-France; y-England; z-Spain
b) x-Spain; y-England; z-France
c) x-England; y-Spain; z-France
d) x-England; y-France; z-Spain
e) x-Spain; y-France; z-England



2. Choose the correct sentence from the following regarding underlined portion (2) from the passage above.

a) After the Seven Years' War, England fought with the Marathas, who controlled the Punjab.

b) In spite of the English control of India, France retained its foothold in Goa.

c) The English, who started territorial rule over India, made Indian farmers grow poppies to produce opium and used it to pay for trade with China.

d) After the Seven Years' War, France began to expand into Afghanistan.

3. Choose the appropriate event for blank (3) in the passage above from the following.

a) Mexican-American War
b) American War of Independence
c) Spanish-American War
d) Civil War

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4. Choose the correct statement from the following regarding underlined portion (4).

   a) England prodded France to join it in starting the Arrow War.

   b) England and France in collaboration with Russia forced Japan to abandon the Liaodon Peninsula, which the latter had acquired in the Sino-Japanese War.

   c) Both England and France supported Japan during the Russo-Japanese War.

   d) England and France prodded the United States to join them in the "Open Door" policy concerning China.

II. Read passages A through C regarding the history of science and thought in the world and answer the corresponding questions.

A. In the classical period of Greek and Roman civilizations, (1) advanced science and technologies were introduced from the Orient which led to (2) the emergence of numerous scientists. (3) Ptolemy in particular, who was active in Alexandria during the second century, left studies which have had a tremendous impact on views of the world and universe.

In medieval Europe, scientific literature from the ancient Greek and Roman periods and from the Islamic world was translated from Greek and Arabic into Latin after the eleventh century and had a great impact on the progress of science. (4) European science developed further after the Renaissance.

1. Choose the correct statement from the following regarding underlined portion (1).

   a) The Sumerians developed mathematics, particularly the concept of zero and the decimal system.

   b) The Egyptian solar calendar became a basis of the Julian calendar.

   c) The numbers currently used in the world were invented in the Babylonian kingdom.

   d) Phoenician surveying technique became a basis of geometry developed in Greece.

2. Choose the INCORRECT sentence from the following regarding underlined portion (2).

   a) Euclid systematized conventional Greek mathematics and made epoch-making contributions in plane geometry.

   b) The philosopher Aristotle systematized all learning in Greece, including mathematics.

   c) Archimedes promoted the study of mathematics and physics and is famous as the discoverer of a hydrostatic principle.

   d) Medical studies by Eratosthenes were known in the Islamic world and later developed into anatomy.

3. Choose the correct sentence from the following regarding the achievements of Ptolemy referred to in underlined portion (3).

   a) He asserted that all matter is made up of atoms.

   b) He wrote *Natural History*, which was a compilation of all scientific knowledge at the time.

   c) He established the Mouseion in Alexandria and invited a wide array of contemporary scientists there.

   d) He systematized ancient astronomy and established the geocentric theory.

4. Choose the correct statement from the following regarding underlined portion (4).

   a) Francis Bacon established an inductive method which emphasized observation of individual phenomena.

   b) Using Newtonian dynamics, Copernicus proved the validity of the heliocentric system.

   c) [William] Harvey established the taxonomy of animals and plants, particularly the latter.

   d) [Robert] Boyle discovered the principle of the preservation of matter.

B. The ideas of the (1) Enlightenment, which developed in the seventeenth and eighteenth centuries with the establishment of modern science, were based on total trust in reason

and rationality. The nineteenth century witnessed the emergence of romantic thought, which cherished the historical individuality of a particular society. A critique of capitalist society also appeared and (2) historical studies and the social sciences made remarkable progress. In the twentieth century, (3) natural science and its application underwent phenomenal development and brought great convenience to people's lives. At the same time, people came to realize the vast destructive potential of such scientific achievements.

1. Choose the correct statement from the following regarding underlined portion (1).

    a) James I said that absolute rule by a monarch should be accepted because people delegated the right to such rule to him in order to avoid "the struggle of all against all."

    b) Hobbes wrote *Two Treatises on Government* and said that since people delegated power to a government to protect life and property through a contract, they could replace such government when it reneged on the contract.

    c) Voltaire wrote *Philosophical Letters* and severely criticized wrongdoings of the church and the special privileges of the aristocracy in France under the *ancien régime*.

    d) Locke emphasized popular sovereignty in his *Social Contract* and asserted that inequality among men derived from a social system which recognized private property.

2. Choose the sentence with an INCORRECT underlined word from the following regarding underlined portion (2).

    a) Malthus preached protectionism in trade for the less developed economy of Germany and established the historical school of economics.

    b) Bentham preached "the greatest happiness for the greatest number" and initiated utilitarianism.

    c) Ranke sought to establish "what it was originally like" through systematic research in historical sources and ushered in modern historical study.

    d) Marx established dialectical materialism which explains laws of historical development in terms of materialism.

3. Choose the correct sentence from the following regarding underlined portion (3).

   a) Motor-driven airplanes, first successfully flown after the First World War, became a major weapon (and played a decisive role) in the Second World War.

   b) Beginning with Jenner's discovery of tuberculosis and cholera bacteria, bacteriology made remarkable progress and prevention of epidemics became possible.

   c) While radio broadcasting had been widespread in many countries from the mid-nineteenth century, it was after the Second World War that the first successful TV broadcasting was carried out.

   d) After the Second World War, the Soviet Union succeeded in launching the first man-made satellite in history; and, later, the United States successfully put men on the moon and brought them back to the earth.

C. Beginning with the Yin dynasty, which already used a Chinese-style calendar, China, from ancient times, developed (1) its own sciences, such as astronomy and mathematics. Among (2) the practical scientific technologies invented in China were the so-called "Four Discoveries," which had a great impact on other civilizations. Indian and Islamic science influenced the development of Chinese science. During the Ming dynasty, (3) the introduction of European natural science began in earnest through Christian missionaries.

1. Regarding the underlined portion (1), choose the INCORRECT sentence from the following on Taoism, which influenced the development of chemical and pharmaceutical knowledge in China.

   a) Shinsen thought, which emphasized self-discipline and medicine, had a strong impact on the development of Taoism.

   b) Taiheido, which spread chiefly among aristocrats at the end of the Han dynasty, was one of the origins of Taoism.

   c) Chinese Buddhism had great impact on the systematization of Taoism.

d) Kōkenshi is famous for perfecting Taoism during the Hokugi dynasty.

2. Choose the correct statement from the following regarding underlined portion (2).

a) Gunpowder, which was invented in China, transformed European military techniques in the late Middle Ages and encouraged the demise of the knight class.

b) Printing with metal type, which became widespread in T'ang China, was introduced in Europe and had an impact on the evolution of the Renaissance and Reformation.

c) During the Sung dynasty, many technical books were written, such as *Tenkō Kaibutsu* and *Nōsei Zensho,* in response to the development of production technologies.

d) The technology of the compass, which was invented in China, was transferred to Europe through the Portuguese who visited Ming China.

3. Choose the correct sentence from the following regarding underlined portion (3).

a) It was chiefly Protestant missionaries who introduced European science during the Ming dynasty.

b) "Kōyo Zenranzu," drawn by Bouvet, was the first world map in China.

c) "Juki Reki" was a calendar made on the basis of European astronomy at the end of the Ming dynasty.

d) Matteo Ricci introduced the European calendar and mathematics in collaboration with Jo Kōkei.

III. Read the following passages A through C regarding the modern history of Asia, Africa, and Latin America and answer the corresponding questions.

A. After the Second World War, peoples in West Asia went through rapid and radical change, which brought about great strain in international politics. In Palestine, the Republic of Israel became independent, which resulted in several Middle

Eastern wars between Israel and (1) Egypt and other Arab countries. In Iran, the (2) Iranian revolution broke out in 1979, after which the country pursued a policy of independent aspirations.

In Africa, there was a growing movement toward national independence and liberation, and many countries achieved independence around 1960. This movement spread throughout Africa and (3) gave birth to organized struggle for liberation from colonial rule and dictatorial regimes. Although these goals were generally achieved, (4) African countries had to face highly adverse circumstances.

1. Choose the correct sentence from the following regarding the country in underlined portion (1).
   a) Nasser led the Egyptian revolutionary movement in collaboration with Arabi Pasha.
   b) In Egypt, the Egyptian revolution occurred in 1952 and the Sadat regime was overthrown.
   c) The Suez War (the second Middle East war) was triggered by Egypt's nationalizing the Suez Canal.
   d) After the fourth Middle East war, all the Arab countries except Egypt concluded a peace treaty with Israel.
2. Choose the correct sentence from the following regarding underlined portion (2).
   a) As a result of the Iranian revolution, the Qajar dynasty was overthrown.
   b) As a result of the Iranian revolution, the Shiite Islamic leader, Khomeini, seized political power.
   c) After the Iranian revolution, Iran vigorously pursued a policy of Westernization.
   d) After the Iranian revolution, Iran allied itself with the United States and began a long war with Iraq.
3. Choose the correct sentence from the following regarding underlined portion (3).
   a) After the overthrow of the white-majority regime in Rhodesia, the black-majority Republic of Zimbabwe was established.
   b) Angola gained its independence from Holland after a long armed struggle.

c) In Ethiopia, revolutionary attempts failed and a dictatorial regime continues to rule.

d) The Republic of South Africa established the Organization of African Unity (OAU) and countered the black liberation movement.

4. Choose the sentence with an INCORRECT underlined word from the following regarding underlined portion (4).

a) The economies of African countries were severely hit by a great drought in the first half of the 1980s.

b) In Nigeria, tribal conflict worsened and a civil war went on from 1967 to 1970.

c) In the Congo, military intervention by England, its former colonial ruler, touched off the Congo conflict.

d) In Ghana, President Nkrumah carried out a radical policy that failed and led to his ouster in a military coup.

B. After gaining independence in 1947, India vigorously pursued a foreign policy based on the (1) principle of non-alignment while carrying out an economic policy partly based on socialist ideas. (2) After the 1960s, however, a series of domestic and international problems forced the country to change its policy.

On the other hand, in 1949, the People's Republic of China introduced agrarian and other reform programs following its establishment. After the 1960s, (3) there was great turbulence in domestic politics as well as new developments in foreign relations.

1. Choose the sentence with an error from the following regarding underlined portion (1).

a) The Five Principles for Peace were announced at a meeting of Nehru, Tito, and Nasser.

b) The Five Principles for Peace included respect for territory and sovereignty, equality, and reciprocity.

c) The Ten Principles for Peace were declared at the Asia-Africa Conference held in Bandung, Indonesia.

d) The first summit meeting of nonaligned countries was held in Belgrade, Yugoslavia.

2. Choose the sentence with a correct underlined portion from the following regarding underlined portion (2).

a) India fought against Afghanistan over the issue of incorporating Kashmir.

b) Conflict over Tibetan problems worsened and a border clash broke out between India and China.

c) Because Punjab problems were mired in an unsolvable situation, Prime Minister Nehru was assassinated by a Sikh.

d) Diplomatic relations between India and Pakistan deteriorated over the independence movement of the Indian Tamils.

3. Choose the sentence with an error from the following regarding underlined portion (3).

a) In the background of the Cultural Revolution lay a conflict between National President Liu Shao-chi and Communist Party Chairman Mao Tse-tung over the direction of policy.

b) The Cultural Revolution promoted a new cultural movement (literary revolution) which advocated literature written in vernacular language.

c) After the unification of North and South Vietnam, the relationship between China and Vietnam worsened, finally leading to a military conflict.

d) In the 1970s, diplomatic relations were restored between China and Japan while Sino-American relations were normalized.

C. Throughout Southeast Asia, there were struggles to end colonial rule once and for all after the Second World War. But they were prolonged by the intervention of great powers.

(1) In Vietnam, war continued intermittently after 1945. In 1976, the country realized the unification of the North and the South and the Socialist Republic of Vietnam was established.

(2) A series of incidents involving Cuba, such as the Cuban revolution of 1959 and the Cuban crisis of 1962, were the most notable events in modern Latin American history and drew world attention. They affected the political situation not only in Latin America but also the world at large.

1. Choose the sentence with a correct underlined portion for the following regarding underlined portion (1).

a) Ngo Dinh Diem was the first president of the Democratic Republic of Vietnam, established in 1945.

b) The 1954 Geneva Convention determined the seventeenth parallel as the temporary military boundary.

c) In the Republic of Vietnam, established to the south of the temporary military boundary, Bao Dai became the first president.

d) France started large-scale bombing against the Democratic Republic of Vietnam (northern bombing) in 1965 and escalated the war.

2. Choose the TWO correct sentences from the following regarding underlined portion (2).

a) As a result of the Cuban revolution, a socialist regime was established for the first time in the Americas, North and South.

b) In response to the Cuban revolution, the Organization of American States was established and the containment of Cuba was pursued.

c) Nixon and Khrushchev were the leaders of the United States and the Soviet Union during the Cuban crisis.

d) At the time of the crisis, China and the Soviet Union united in countering the United States.

e) The Cuban crisis excited fear of nuclear war throughout the world.

IV. Read the following passages A through D regarding cities in world history and answer the corresponding questions.

A. In ancient West Asia and the surrounding regions, cities were founded and developed along great rivers, near oases, or by the Mediterranean Ocean. Most of (1) these cities were built around shrines or palaces. Later in the seventh century, as Islam was born and spread from West Asia to the surrounding regions, (2) mosques were built in many cities and Islamic culture thrived. In Central Asia, which had a climate similar to that in West Asia, there were cities such as (3) Samarkand, which had been known from the days of Alexander the Great.

1. Choose the sentence with a correct underlined portion from the following regarding underlined portion (1).

   a) Ur, located in southern Mesopotamia, was a typical Sumerian city-state with many shrines built therein.

   b) In the sixth century B.C., many residents of the Kingdom of Judah were taken by the Assyrians to Babylon which was located in central Mesopotamia.

   c) Thebes, the capital of the Old Kingdom in Egypt, had Amon as its guardian god. A city of many shrines and gates, it was located on the middle Nile.

   d) A Palestinian city and a port city established by the Hebrews, Tyre became a center of their commercial and colonizing activities.

2. Choose the correct combination of cities from the following regarding underlined portion (2).

   a) It was the city which became the capital of the Fatima dynasty in the tenth century. Later it became a center of Islamic culture.

   b) This city, known from the time of Achaemenian Persia, is famous as the grand capital of the Safavid dynasty at its peak.

   c) This city, known from the time of ancient Rome, became the capital of the Later Omayyad dynasty, which was established in the eighth century, and had flourishing Islamic culture.

   d) This city was located on the trade route that connected the northern and southern parts of the Arabian Peninsula from the ancient times. In 622, Muhammad came to the city and it became known as "the town of the prophet."

      1) a-Damascus; b-Baghdad; c-Cordoba; d-Medina
      2) a-Damascus; b-Isfahan; c-Cairo; d-Mecca
      3) a-Cairo; b-Baghdad; c-Damascus; d-Mecca
      4) a-Cairo; b-Isfahan; c-Cordoba; d-Medina
      5) a-Cairo; b-Baghdad; c-Damascus; d-Medina

3. Choose the correct sentence from the following regarding underlined portion (3).

   a) Samarkand is an oasis city located in the Tarim Basin.

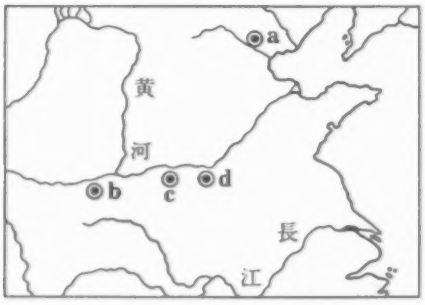
b) Samarkand used to be the central city for the Sogdians, who were active traders.

c) Samarkand prospered under the rule of the Mongolian Ögödei Khan.

d) Samarkand declined during the time of the Timur Empire which was established in the fourteenth century.

B. (1) Major cities in Chinese history first developed in northern China in the Yellow River basin. Most of the capitals of the dynasties were also located in this area. As the region to the south of the Yangtze River was developed in the course of history, (2) there emerged many cities in central and southern China.

When one looks at historical change in the social and economic functions of the cities, one finds that (3) the Shunju (Spring and Autumn) and the Sengoku (Warring States) periods, on the one hand, and the late T'ang and the early Sung periods, on the other, were turning points for such change.



1. The cities in northern China identified by letters (a) through (d) on the accompanying diagram were generally described in underlined portion (1). Choose the sentence which correctly names and describes one of these cities.

a) Daito is (a), which Ögödei Khan designated as the capital and made the center for the Mongolian rule of China.

b) Rakuyō is (b), which prospered as the capital of a series of dynasties such as Gokan and Seishin.

c) Chōan is (c), where a highly international culture flourished and which Japanese missions visited during the T'ang dynasty.

d) Kaihō is (d), where the Yellow River and the Great Canal intersect. The city experienced unprecedented prosperity during the northern Sung dynasty.

2. Choose the correct sentence from the following regarding underlined portion (2).

a) Kenkō is the city which prospered as the cultural center of the southern dynasties.

b) Rinan, which was also called Kinryō, flourished as the capital of southern Sung.

c) Keitokuchin developed as a world center of ceramics production during and after the Ch'ing dynasty.

d) Senshū, where *kōkō* was set up during the Ch'ing dynasty, prospered from foreign trade.

3. Choose the sentence with an error from the following regarding underlined portion (3).

a) *Yu* [small villages], which developed during the Yin and Chou periods, were transformed during the Shunjū and Sengoku periods due to an increase in production and other factors.

b) During the Shunjū and Sengoku periods, commerce and industry flourished and bronze coins were circulated.

c) Merchants built *kaikan* and *kōshu* for mutual help among those in the same trade or from the same regions during the T'ang dynasty.

d) Compared with the cities up until the time of the T'ang dynasty, Sung cities had less regulation on commercial activities.

C. The history of European cities started in the areas surrounding the Mediterranean. In this region, (1) city-states developed in ancient times. The Roman Empire, which started from a city state, (2) also built cities to the north as it expanded its territory. In the Middle Ages, there were various (3) patterns in the development of cities, depending on forms of political power and the degree of economic development. (4) Modern cities generally experienced diminishment of their privileges as kings and princes accumulated power. Some of the cities, on the other hand, went through remarkable growth under the unifying power of a monarch.

1. Choose the correct sentence from the following regarding underlined portion (1).

    a) In Athens, citizens ruled over the *perioikoi* and helots.

    b) In the *polis*, the power of the aristocracy was strengthened as the phalanx began to play the central role in military strategy.

    c) In Rome, the brothers Gracchi, who represented the interests of the wealthy, promoted the growth of large landholding.

    d) In the Social War, Rome's allied cities were united and rebelled against Rome in a quest for Roman citizenship.

2. Choose the city which was not built by Rome from the following regarding underlined portion (2).

    a) London
    b) Paris
    c) Berlin
    d) Vienna

3. Choose the correct sentence from the following regarding underlined portion (3).

    a) The Duchy of Kiev was a city-state built by Byzantine merchants.

    b) Medieval cities' rights to self-government varied; in Italy, republics were established which were controlled by wealthy citizens.

    c) The Hanseatic League had commercial outposts in various parts of the Mediterranean Sea and controlled Mediterranean trade.

    d) Within the guild, masters on the one hand, and craftsmen and apprentices on the other, had equal standing and the same rights in the city's politics.

4. Choose the correct sentence for the following regarding underlined portion (4).

    a) Amsterdam, which prospered in the sixteenth century, was destroyed by the Spanish military during the Revolt of the Netherlands and suffered a great decline.

    b) Saint Petersburg was built by Peter I and chosen as the capital of the Russian Empire.

c) The center of the English cotton industry during the Industrial Revolution was London, where commerce and industry had developed for a long time.

d) When the Kingdom of Italy was established in 1861, its capital was Rome.

D. In Southeast Asia, from ancient times, many cities grew at important points in overseas trade. These cities were openings for incoming foreign civilizations. (1) Malacca is a city located at a vital point in maritime transportation that has changed hands many times. As Western powers expanded into the region in modern times, "colonial" cities such as Jakarta, (2) Singapore, and Rangoon were established and became centers for Western activities. Most of the large cities in India also started as colonial cities. (3) Calcutta, Madras, and Bombay were typical examples.

1. Choose the sentence with a correct underlined portion from the following regarding the history of Malacca in underlined portion (1).

   a) From its establishment as a kingdom in the fifteenth century, it played an important role in spreading Theravāda Buddhism in Southeast Asia.

   b) It was conquered by a fleet led by Albuquerque in the early sixteenth century and became the center of Portuguese trade in Southeast Asia.

   c) As rule was transferred to Holland in the seventeenth century, a system of forced labor was established on plantations.

   d) At the end of the nineteenth century, it became a base for the independence movement led by Aguinaldo.

2. Choose the INCORRECT underlined portion from the following regarding the history of Singapore in underlined portion (2).

   Singapore was built in the early nineteenth century as a base for (a) British colonial rule. Thereafter, a large number of (b) overseas Chinese immigrated. Singapore was under (c) Japanese occupation during the Second World War, but it became a part of (d) the Federal Republic of Indonesia after 1963. Singapore seceded and became independent in 1965 and has continued its economic growth.

3. Choose the sentence with an error from the following regarding underlined portion (3).

a) Constituting one of the three C's in the Three C Policy, Calcutta was a base for British imperialist policy.

b) Calcutta was the central city in the Bengal region, the object of the decree partitioning Bengal.

c) All-India Muslim League, which was formed in Calcutta in the 1930s, led a radical, anti-British independence movement in collaboration with the Indian National Congress.

d) In a conference held in Calcutta in 1906 by the Indian National Congress, resolutions demanding swaraj (self-government) were adopted.

JAPANESE HISTORY

Work time: One hour

I. Read passages A through D regarding war in Japanese history and answer the corresponding questions.

A. The centralized states of ancient times were established through both external and internal wars.

The Yāmato government sent troops to the Korean peninsula to aid the remaining force of Kudara to stand against the joint attempt by T'ang China and Shīragi to conquer Kudara. But its troops were defeated by the Chinese navy at Hakusukinoe and were withdrawn. Afterwards, Emperor Tenchi concentrated on domestic reform while strengthening military capabilities. After the death of Emperor Tenchi, however, a civil war broke out; and the imperial court and aristocracy were both divided into two camps and fought each other in Yāmato, Ōmi, and other surrounding regions. After the end of the civil war, state organization was improved and, by the early eighth century, a centralized state based on the ritsu-ryō system was established.

On the other hand, the territorial boundary of the ancient states, which ranged from the Kyūshū region to the Tōhoku region, was established through the conquest of the Hayato and Ezo by means of military pressure as well as by the direct intervention of expeditionary forces.

1. Choose the INCORRECT sentence from the following regarding the civil war referred to in the passage.

   a) This civil war was fought between the group that supported Prince Ōtomo, Emperor Tenchi's son, and the group that supported Prince Ōama, Emperor Tenchi's brother.

   b) Prince Ōama's force won the civil war, and he became Emperor Temmu.

   c) After the end of this civil war, a mission was sent to T'ang China for the first time, and T'ang's Taihō ritsu-ryō was introduced as a model for state organization.

d) After the end of this civil war, the *yakusano kabane* [a system of distributing political and bureaucratic power and positions among eight powerful clans] was instituted and powerful clans were reorganized into a new system of social classes.

2. Choose the correct sentence from the following regarding the Hayato and Ezo referred to in the above passage.

a) Sakanoue-no Tamuramaro and Abe-no Hirafu led expeditionary forces to southern Kyūshū and conquered the Hayato in the seventh century.

b) Even in the eighth century, people in southern Kyūshū and the Tōhoku region were not engaged in agricultural production, but rather lived by hunting and gathering.

c) During the reign of Emperor Shōmu, the Ezo was conquered, but this effort and the simultaneous construction of Nagaoka-kyō, the new capital, proved to be excessively expensive.

d) In the two provinces of the Tōhoku region, Mutsu and Dewa, Taga-jō, Isawa-jō, and Akita-jō forts were constructed to control Ezo forces.

B. The late Heian period was a turning point in social development, as epitomized by the rise of the *bushi* [samurai or warrior class]. Reflecting such change, there emerged a new genre in literature and painting which focused on the life of the bushi and their battles. *Gunki-monogatari,* which vividly described battles among the bushi, was a typical form of such art. *Emakimono* [rolled picture stories], which developed stories by mixing pictures and explanations, frequently featured the theme of battle.

1. Choose the sentence from the following that correctly explains the gunki-monogatari and emakimono which were created from the Heian period to the Kamakura period.

a) *Mutsu-waki* was the first gunki-monogatari and was about the Gosannen-no Eki [Gosannen Insurrection], which occurred in the mid-eleventh century.

b) *Heiji-monogatari Emaki* dealt with the Heiji-no Ran [Heiji Rebellion], which occurred due to the conflict between Taira-no Kiyomori and Minamoto-no Yoshiie in the early twelfth century.

c) *Heike-monogatari,* a masterpiece of gunki-monogatari, described the rise and fall of the Heike clan and was told by the *biwa-hōshi* [blind Buddhist priests who played the biwa, the Japanese lute, and told stories].

d) *Obusuma-no Saburō Emaki,* an example of emaki-mono, described the brave fight of Obusuma-no Saburō, a shōgun's vassal, during the Mongol invasion. It is also important as a record of the fighting tactics of the Mongol forces.

2. Gunki-monogatari were also created during the strife-torn Nanboku-chō period. Choose the gunki-monogatari from the following that describes the strife of the Nanboku-chō period:

a) *Taihēki*
b) *Gukanshō*
c) *Jinnō Shōtōki*
d) *Ōkagami*
e) *Masukagami*

C. With victory in two battles in 1614 and 1615 (from the 19th of Keichō to the 1st of Genna), the Tokugawa clan established control over all the nation, thus putting an end to the state of war that had existed since the Sengoku period. As a result, the life-style of the bushi changed and, gradually, the spiritually focused *bushidō* (Way of the Warriors), which was based on Confucian ethics, became more important than skills in arms and fighting.

1. Choose the correct sentence from the following regarding the battles referred to in the above passage.

a) These battles were against the disciples of the Honganji Temple of Jōdo Shinshū in Ōsaka (Ishiyama).

b) These battles were called Ōsaka-no Eki (Jin) and were against Toyotomi Hideyoshi and Hideyori.

c) After victory in these battles, Tokugawa Ieyasu became shōgun.

d) After victory in these battles, the Tokugawa government enacted *buke shohatto* [laws regulating and controlling the samurai].

2. Choose the INCORRECT sentence from the following regarding Confucianism and Confucian scholars of the early Edo period.

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a) Chu Hsi Confucianism, which emphasized social hierarchy, manners, and discipline, was spread by Seika Fujiwara and his disciple, Razan Hayashi, who became the official philosopher of the Tokugawa regime.

b) Competing with Chu Hsi Confucianism, Toju Nakae and his disciple, Heihachiro Ōshio, advocated *kobunji-gaku* [study of classical texts].

c) Having studied Nan-gaku (Kainan Gakuha), a school of Chu Hsi Confucianism, Ansai Yamazaki advocated Suika Shintō, which mixed the teachings of both Shintoism and Confucianism.

d) Shōgun Tsunayoshi built Yushima Seidō [a Confucian shrine in Yushima] and appointed Nobuatsu Hayashi as *daigaku-no kami* [director of education].

D. All the children experienced war, too. Osamu Tezuka, who was a junior high school student at the time, worked at an arms factory due to _____ . He wrote comics between air raids; but, when caught by instructors doing so, was called names and beaten by them.

Reiji Matsumoto was evacuated to the countryside in Ehime while Machiko Hasegawa was in Fukuoka. Keiji Nakazawa was A-bombed in Hiroshima on the morning of August 6 and lost his father and siblings. (Source: Jun Ishiko, *History of Japanese Comics)*

1. Choose the most appropriate word or phrase from the following for filling in the blank in passage D, which discusses the period of the Second World War.

   a) demobilization
   b) conscription
   c) *kyōsei renkō* [forced relocation]
   d) *gakuto dōin* [mobilization of students]
   e) *gakuto shutsujin* [conscription of students]

2. As the war escalated, there was an increasing number of evacuees like those described in the underlined portion of the passage above. In 1944 (19th of Showa), a systematic program of *gakudō sokai* [evacuation of schoolchildren] was started. Choose the most appropriate sentence from the following as an explanation for this program.

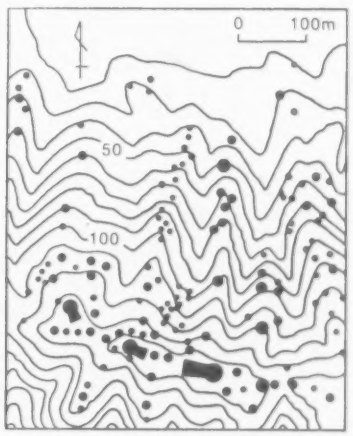
a) Gakudō sokai was intended to evacuate schoolchildren mainly to farms in order to alleviate the shortage of labor force in agricultural villages.

b) Gakudō sokai was intended to evacuate schoolchildren from occupied territories and colonies such as the Chinese mainland and Sakhalin as the war continued.

c) Gakudō sokai was intended mainly to make schoolchildren work in military facilities throughout the country as the war intensified.

d) Gakudō sokai was intended to evacuate schoolchildren mainly from large cities to the countryside as the war situation deteriorated.

II. Passages A through C discuss sources of ancient history. Read them and answer the corresponding questions.



A. Archaeological sources may show us a social situation that we cannot directly know from literary sources.

The chart above is a rough plan of a group of *kofun* [ancient mound tombs] consisting of a concentration of small-scale *enfun* [round mound tombs]. Groups of these mound tombs began to appear throughout the country around the sixth century. They were characterized by the fact that (1) _____. A background to the emergence of such groups of tombs was the fact that (2) _____. There are detailed historical works about this period, such as

(3) _____ , but since they were compiled in later periods, one cannot consider all the descriptions in these works to be valid.

1. Choose the most appropriate sentence from the following for filling in the blank (1) in the passage above.

   a) there were many with *tateana-shiki sekishitsu* [stone chambers placed in pits] and that agricultural tools were common objects.

   b) there were many with tateana-shiki sekishitsu and that mirrors and *magatama* [small curved ornaments made of precious stones] were common artifacts.

   c) there were many with *yokoana-shiki sekishitsu* [stone chambers placed in caves] and that arms were common artifacts.

   d) there were many with yokoana-shiki sekishitsu and that religious ornaments such as *dōhoko* [copper swords] were common artifacts.

2. Choose the most appropriate sentence from the following for filling in blank (2) in the passage above.

   a) *Kokushi* [prefectural level administrators] and *gunji* [subprefectural level administrators] were sent throughout the country, and their clans had to be buried.

   b) the practice of burying the dead with body folded became popular among commoners, and mound tombs became smaller in size.

   c) not only powerful clans but also leading farmers became capable of building mound tombs.

   d) new mound tombs were not allowed in the plains because Handen Shujuno Hō [a law for a national land-tenure system] was applied to agricultural fields.

3. Choose the correct word or words from the following for filling in blank (3) in the passage above.

   a) *Nihon Kōki*
   b) *Engishiki*
   c) *Gishi Wajinden*
   d) *Ryōnogige*
   e) *Nihon Shōki*

B. *Kinseki-bun* and *mokkan,* which are metal, stone, or wood with letters written on them, are also important sources. For example, the following *boshi* [a record of the name and position of the buried] made of a copper plate was discovered with a container of ashes at the end of the Meiji period in the village of Tsuge, Yamabe County, within Nara Prefecture:

> The tomb of the *jū-yonni* [deputy to an alternate for the fourth rank in the bureaucratic scale], Oharida-no Ason Yasumaro, who lived in Ukyō-sanjō-nibō [the second block of the third street in the right half of the capital], in Kōri-no *sato* [district], Tsuge-no *go* [village], Yamabe-no *gun* [county], Yāmato-no *kuni* [prefecture].

1. Choose the correct sentence from the following regarding this boshi.
    a) Oharida-no Ason Yasumaro's dwelling was located in a corner of Heijo-kyō [ancient capital of Nara], the streets of which were organized like a checkerboard.
    b) Oharida-no Ason Yasumaro belonged to a powerful clan which was accorded a *kabane* [inherited] title, Ason, before the Taika Reform.
    c) Oharida-no Ason Yasumaro's position was the lowest on the bureaucratic scale.
    d) Go in those days was a unit of self-government organized by the common people against the oppression of powerful clans.
2. Choose the INCORRECT sentence from the following regarding kinseki-bun and mokkan.
    a) Among kinseki-bun left from the Kofun period [fourth to sixth centuries] is Sumida Yawata Jinja Jinbutsu-gazo Kagami-mei [an inscribed mirror with human figures at Sumida Yawata Shrine].
    b) Before paper-making technique was introduced in the early Heian period, mokkan was used for official documents such as family registers.
    c) Kinseki-bun and mokkan tell us facts which were not recorded in historical documents.
    d) Many pieces of mokkan were discovered in the ruins of ancient cities such as Heijo-kyō.

C. Diaries of aristocrats are among the sources that tell us about political and social life in the period after the *Rikkoku-shi* [early histories] were written. The following historical source is a passage from the diary of Fujiwara-no Moromichi (Fujiwara-no Yorimichi's grandson) regarding a *shōen seiri-rei* [a decree to limit the growth of manors].

> According to (Father's) answer yesterday, he presented documents on his manors when he was requested to do so around the period of _____ during the reign of (Emperor) Gosanjō (on June 13th, 3rd of Shōtoku [1099]).

1. Choose the correct name of the period from the following for filling in the blank in passage C.

   a) Engi
   b) Enkyū
   c) Engen
   d) Enryaku
   e) Empō

2. Choose the correct sentence from the following regarding the historical source referred to in passage C.

   a) *Azuma Kagami* is another well-known example of diaries written by aristocrats that were recorded in classical Chinese writing and mainly chronicled official business and ceremonies.

   b) There are many manor documents remaining to this day, but there is no extant pictorial representation that depicts the manors before the Muromachi period [1338-1573].

   c) The reason the manor documents were submitted during the reign of Emperor Gosanjō was that even the manors of the Fujiwara clan were subjected to the shōen seiri-rei.

   d) Because a shōen seiri-rei was promulgated by Emperor Gosanjō, the power of the Fujiwara clan waned and the system of *sesshō* and *kampaku* was abolished [sesshō provided for regents during the minority of the emperor; kampaku involved governing on behalf of the emperor regardless of the latter's age].

3. From the following, choose the one which would NOT be an appropriate historical source for understanding the life of commoners and aristocrats around the time the diary referred to in C was written.

   a) *Rakuchū Rakugai-zu Byōbu*
   b) *Senmen Koshakyō*
   c) *Konjaku-monogatarishū*
   d) *Nenjū Gyōji Emaki*
   e) *Genji-monogatari Emaki*

III. Read the following sources, passages, and charts (sections A through D) and answer the questions about them regarding politics from the late Heian period to the Sengoku period.

A. *In the happy Gokuraku Jōdo [Pure Land Heaven], there is nothing meaningless and empty. Breezes blow, waters roll, and birds sing the sweet song of the true teachings of Buddha.*
(Ryōjin Hishō [collection of popular songs])

Even if the mountains were to split and the seas to empty, how could I betray you [Your Majesty]?
(Kinkai Wakashu [collection of classical poems])

I will tell the people that in this world there are paths [of righteousness] opened up even in the wilderness of the farthest mountains.
(Shin Kokin Wakashu [collection of classical poems])

1. The first selection is a popular song from the end of the Heian period, which indicates that people were attracted to the teachings of Buddhism at the time. Choose the INCORRECT sentence from the following regarding the politics and religion of this period.

   a) The Emperors and *jōkō* [politically active ex-emperors] of this period built many temples such as Rokushōji Temple. Jōkō Shirakawa and Gotoba became Buddhist priests and called themselves *hō-ō* [priest ex-emperors].

   b) Kōfukuji Temple and Enryakuji Temple organized priest armies and stormed the imperial court carrying sacred trees or divine *shinyo* [Japanese palanquins] in order to have their demands accepted.

c) Jōkō Goshirakawa often went to worship at Shingi-san, which he pretended was *jōdo* [pure land], and had *Shingisan Engi Emakimono* prepared as a record of his worship.

d) Taira-no Kiyomori and his Heike clan worshiped at the Itsukushima Jinja [Shrine] and made an offering of beautifully ornamented Buddhist scriptures.

2. The second and third selections indicate the relationship between the Kamakura Bakufu [shōgun's government in Kamakura] and the imperial court [in Kyōto]. The second selection is a poem written by Minamoto no Sanetomo [third shōgun of the Kamakura Bakufu], who yearned for aristocratic culture and declared that he could not "betray you [Your Majesty]." The author of the third selection, who declared that he wanted to "tell the people that in this world there are paths [of righteousness]," resorted to rebellion after the death of Sanetomo. Choose the author of the third selection from the following.

a) Wada Yoshimori
b) Fujiwara (Kujo) Yoritsune
c) Fujiwara Teika
d) Jōkō Toba
e) Jōkō Gotoba

B. In (1) the fourteenth century, the imperial court was mired in intensified struggle over succession while the shōgun's government faced growing criticism by *gokenin* [shōgun's vassals] about the dictatorial rule of the *tokusō* [primogeniture system]. In such a situation, Emperor Godaigo conspired to overthrow the Bakufu [shōgun's government], but the scheme failed and he was exiled. When the Bakufu was defeated by Takauji Ashikaga and Yoshisada Nitta, however, the emperor returned to Kyōto and established a (2) new government.

1. Choose the correct sentence from the following regarding underlined portion (1).

a) The tokusō family's vassals, *miuchibito*, became powerful and destroyed the Miura clan, a powerful gokenin, by stirring up the Shimotsuki Dispute.

b) In order to save the increasingly impoverished gokenin, the Bakufu proclaimed the Einin-no Tokuseirei, which allowed them to mortgage their lands.

c) Emperor Godaigo, of the Daikakuji faction, which was in conflict with the Jimyōin faction, held the reins of government himself.

d) Takatoki Hōjō established the Chinzei-tandai in order to control the newly arising groups of the bushi who were called *akuto* and stood against the Bakufu and the rulers of *shōen* [tax-free estates].

2. Choose the correct sentence from the following regarding the policy of the new government referred to in underlined portion (2).

a) In the capital, the new government established the Kirokusho as the executive body and the Zasso-ketsudansho as the arbitral body for disputes involving manors.

b) The new government established both *kokushi* [provincial governors] and *shugo* [provincial constables] in the provinces as well as the Ōshū-tandai in Dewa and the Kyūshū-tandai in Kyūshū.

c) The new government was composed of both nobles and warriors and its policy was announced in the Kemmu-shikimoku [Kemmu rules].

d) The new government attached importance to the Kantō region, where the Kamakura Bakufu had been located, and dispatched Prince Morinaga to establish the Kamakura-fu [office of the vice-shogunate in Kamakura].

C. In the late fifteenth century, there was a growing movement toward destroying the old order and building a new society based on the growth of peasant classes and the development of *sōson* [self-governing agricultural villages]. The Ōnin War, which broke out during the reign of the eighth shōgun, Yoshimasa Ashikaga, spread throughout the provinces, weakened the control of the Muromachi Bakufu and the rulers of shōen, and led to the Sengoku-jidai [Age of Warring States].

1. Choose the INCORRECT sentence from the following regarding events in various parts of the country at the time of the Ōnin War.

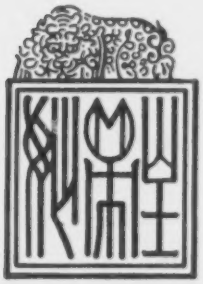
a) In Kaga, the followers of the Honganji sect of the Jōdoshinshū, in collaboration with *kokujin* [groups of local warriors], defeated their provincial constable, Masachika Togashi, and ruled as a rebel regime.

b) In the Kantō region, the Kamakura-kubō [vice-shogunate in Kamakura] was divided into the Koga-kubō and the Horikoshi-kubō.

c) In southern Yamashiro, the kokujin organized a rebel regime and realized self-government by defeating the army of the Hatakeyama clan, which was divided into two groups because of disputes over succession.

d) In the Chūgoku region, the chief of the Yamana clan, who was the provincial constable, welcomed the aristocrats and priests who fled from the war; and his provincial capital, Yamaguchi, saw the flowering of culture.

D. Most of the Sengoku *daimyō* [provincial war lords] used seals for documents of order and judgment. Letters and designs on these seals exhibited characteristics of each daimyō.



(x)

(y)

(z)

1. Read the following descriptions x through z and identify the daimyō who used each of these seals.

x) This seal has a lion inscribed on top of the seal. This daimyō was from the family of a deputy provincial constable, the Nagao clan, and succeeded to the position of deputy to the vice-shogunate in Kantō. This daimyō fought with the Hōjō clan, which used a seal with a tiger inscription, and the Takeda clan, which used a seal with a dragon inscription.

y) The letters "FRCO" inscribed in this seal stood for this daimyō's Christian name "Francisco." His provincial capital, Funai, prospered as a base for missionary activities and European trade.

z) The words *tenka-fubu* [to prevail over the whole country by force] inscribed in this seal indicate that

this daimyō sought to unify the country by force. He fought with other daimyō in Okehazama, Nagashino, and other places. He also fought with religious forces such as the Enryakuji [Temple].

a) Yoshimoto Imagawa
b) Takakage Kobayakawa
c) Motonari Mōri
d) Mitsuhide Akechi
e) Masamune Date
f) Nobunaga Oda
g) Kenshin Uesugi
h) Motochika Chōsokabe
i) Yoshishige (Sōrin) Ōtomo

IV. Read the following passages A through C regarding literature and arts in the early modern period and answer the corresponding questions.

A. As war subsided and Japanese society became more stable, the economy grew and conditions of common life gradually improved. At the same time, new culture emerged from common people. Among the popular arts and entertainments which spread during the Genroku period [1680-1709] were *kabuki* and *ningyō-jōruri* [puppet plays]. _____, a famous script writer for these plays, described the conflict between *giri* [social and moral obligations] and *ninjo* [human feelings] and deeply moved his audiences.

1. Choose the most appropriate person from the following for filling in the blank in passage A.

   a) Monzaemon Chikamatsu
   b) Joken Nishikawa
   c) Kōrin Ogata
   d) Buson Yosa
   e) Nampō Ōta (Shokusanjin)

2. Choose the correct sentence from the following regarding the kabuki of the early modern period.

   a) When *wakashu kabuki,* in which beautiful boys played female roles, was prohibited, *onna* [female] *kabuki* became popular.

   b) *Okuni kabuki,* which was created by adding simple gestures to *nenbutsu odori* [a dance with songs based on excerpts from Buddhist scriptures], was performed by actors, including females.

   c) Tōjūrō Sakata of Edo [Tokyo] became famous as an *aragoto* [rough and tough] actor because of his bold and masculine performance.

d) A kabuki script writer, Mokuami Kawatake, developed a new genre called *zangirimono* with his *Tōkaidō Yotsuya Kaidan.*

3. Choose the most appropriate sentence from the following regarding ningyō-jōruri.

a) Ningyō-jōruri was created by combining *yokyoku* with puppets.

b) Ningyō-jōruri was a new kind of play created by combining *sarugaku* with puppets.

c) Ningyō-jōruri developed by combining itself with *kouta,* which was popular at the time.

d) Ningyō-jōruri developed by combining itself with *gidaiyu-bushi,* giving it new musical themes.

B. In the latter part of the early modern period, popular culture became ever more mature and often betrayed epicurean tendencies. The [Tokugawa] Bakufu, however, sought to contain such tendencies lest public morals should deteriorate. During the Kansei Reforms and Tempō Reforms, novels and plays became the target of crackdowns, and their publication and performance were prohibited; and writers and actors were punished. The following incidents were examples of the Bakufu's suppression of popular culture.

1791 (Third year of the Kansei period): A *sharebon* [comic novels often about brothels] writer, (1) _____, was ordered to spend 50 days in handcuffs.

1804 (First year of the Bunka period): An *ukiyoe* [wood block] painter, (2) _____, was ordered to spend three days in prison and 50 days in handcuffs.

1842 (Thirteenth year of the Tempō period): The kabuki actor, Danjūrō Ichikawa VII, was ordered to be expelled 25 miles outside the perimeter of Edo.

Same year: Tanehiko Ryutei, a *gōkan* [picture novels about women and children] writer, was ordered to spend 50 days in handcuffs.

Same year: Shunsui Tamenaga, a *ninjōbon* [novels about the lives of townspeople] writer, was ordered to spend 50 days in handcuffs.

1. Choose the appropriate person from the following list to fill in the blanks (1) and (2) in passage B.

   a) Bunchō Tani
   b) Ōkyo Maruyama
   c) Kōkan Shiba
   d) Nanboku Tsuruya
   e) Bakin Takizawa
   f) Izumo Takeda
   g) Utamaro Kitagawa
   h) Kyōden Santō

2. Choose from the following the work written by the underlined author.

   a) *Nansō Satomi Hakkenden*
   b) *Kanadehon Chūshingura*
   c) *Ukiyoburo*
   d) *Ugetsu-monogatari*
   e) *Nisemurasaki Inakagenji*

C. *Senryū* [parody of haiku] and *kyōka* [parody of tanka, another short poetic form] gained widespread popularity for playful jokes, wit, and humor. The following four kyoka threw biting sarcasm at contemporary politics and society.

a) *Taihēno*
Nemurio-samasu
Jōkisen
Tatta-shihaide
Yorumo-nerarezu.
[Strong Jōkisen tea (or steamship) breaks a peaceful doze. Only four cups (four ships) keep one awake.]

b) *Tokugawa-no*
Kiyoki-nagareo
Sekitomete
Onogatae-hiku
Mizuno-nikusayo.
[Hateful is the water (as well as Senior Councilor Mizuno) which was diverted into one's own rice field by blocking the clean stream of the Tokugawa river (family).]

c) *Ii-shikake*
Mōsen-nashino
Hina-matsuri
Makkani-mieshi
Sakuradano-yuki.
[In a Hina-matsuri (Girls' Day festival) without an indispensable red cloth over the altar, what appeared red was the bloodstained snow outside the Sakurada gate.]

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d) *Shirakawa-no*
Kiyokini
Uomo-sumikanete
Motono-nigorino
Tanuma-koishiki.
[Having too much of the exceedingly clean water of the Shirakawa River (which is in Senior Councilor Matsudaira's territory), fish now long for the old muddy pond of Tanuma.]

1. Choose the correct order of the four kyōka when they are arranged according to the events described in them.

a) a-b-c-d
b) a-d-b-c
c) b-d-a-c
d) b-d-c-a
e) c-a-b-d
f) c-a-d-b
g) d-b-a-c
h) d-b-c-a

2. From the following sentences regarding incidents of political suppression after the middle of the early modern period, choose the incident that happened during the time when the ruler was sarcastically criticized in the kyōka (d).

a) Shihei Hayashi, who called attention to a tense international situation and advocated the importance of maritime defense, was confined to his house as punishment.

b) Sanai Hashimoto, who belonged to the Hitotsubashi faction and supported Yoshinobu in the controversy over shogunal succession, was subjected to capital punishment.

c) Daini Yamagata, who preached *sonnō-ron* [ideas about revering the emperor] to bushi and others in Edo and criticized the Bakufu's policy failures, was subjected to capital punishment.

d) Chōei Takano, who explained the world situation and criticized the Bakufu's foreign policy, was subjected to lifetime house confinement.

V. Answer the following questions regarding Japanese-American relations.

1. Forestalling other Western powers, the United States forced Japan to open its door to the world. Choose the correct sentence from the following regarding the reason the United States demanded Japan's open door.

a) The United States demanded the opening of the "Golden Island" of Japan because the Gold Rush had reached the Pacific coast, and Americans expected to find more gold still further west.

b) The United States sought a supply base in Japan for fuel and food because there was an increasing number of American ships around Japan because of whaling and trade with China.

c) Because of the Industrial Revolution, the United States became a greater exporter than England of cotton products and sought to expand its market in Japan.

d) The United States sought a foothold in Japan to check the moves of Russia, which had taken a lease on Port Arthur and Dairen from China and sought to expand into the Pacific.

2. After Japan opened itself, many Americans came to Japan, and vice versa. These activities greatly influenced Japanese politics, society, and culture. Choose the correct sentence from the following regarding these activities.

a) [Townsend] Harris arrived in Shimoda as the first consul general in Japan and successfully concluded the Japan-U.S. Friendship and Trade Treaty with the [Tokugawa] shogunate by taking advantage of the Arrow War in China.

b) Kaishū (also known as Giho, Ampo) Katsu participated in the shōgun's mission, went across the Pacific, and visited the United States. After his return he wrote *Seiyō Jijō* [State of Affairs in the West] and preached the need to learn from Western civilization.

c) Tomomi Iwakura led a mission to Europe and America. Observing that Europeans were arguing for the survival of the fittest, he advocated the conquest of Korea after his return.

d) [William S.] Clark lectured in biology at the University of Tokyo, but he also contributed to archaeology by finding the Ōmori Kaizuka.

3. Choose the INCORRECT sentence from the following regarding Japanese-U.S. economic relations from Japan's opening to about the beginning of the Second World War.

a) While it was the United States that first opened Japan, it was England that became Japan's greatest trading partner in the closing years of the Tokugawa shogunate.

b) Although the United States allowed Japan to recover the right to decide tariff rates in the negotiations to revise treaties conducted by Foreign Minister Munenori Terashima, such revision did not occur because of opposition from other powers.

c) Because Japan adopted the gold standard, the price of silver fell and the yen depreciated. The subsequent increase of cotton imports from England and America caused great damage to Japan's undeveloped cotton industry.

d) About the time of the beginning of the Second World War, spinning was the industry earning the greatest amount of foreign-exchange income in Japan. Most of Japan's raw silk was exported to the United States.

4. From the late nineteenth century to around the 1930s, Japan and the United States generally maintained a cooperative relationship in spite of problems over China and Japanese immigration. The following chronology indicates events concerning Japanese-U.S. relations in this period.

a) 1899 (32nd of Meiji): A Japan-U.S. trade and navigation treaty became effective. John Hay announced the Open Door policy.

b) 1905 (38th of Meiji): The Katsura-Taft Memoranda was signed.

* 1908 (41st of Meiji): The Gentlemen's Agreement on self-imposed limitations of immigration was concluded.

c) 1911 (44th of Meiji): A Japan-U.S. trade and navigation treaty was signed and became effective.

d) 1917 (6th of Taisho): The Lansing-Ishii Agreement was concluded.

e) 1921 (10th of Taisho): The Four-Power Pacific Treaty was signed.

* 1924 (13th of Taisho): The U.S. immigration act was enacted.

f) 1928 (3rd of Showa): The Kellogg-Briand Pact was signed.

g) 1930 (5th of Showa): The London Naval Disarmament Treaty was signed.

Choose the correct year or event for the following from (a) through (g) in the above chronology. The years and events with * should not be selected.

x) It was agreed to abolish the Anglo-Japanese Alliance because of this.

y) Japan recovered its rights to decide its tariff rates through this treaty.

z) This year, an American president mediated between Japan and a certain country.

5. In the 1930s, Japanese-American relations rapidly deteriorated over Japanese aggression in China. In the end, Japan went to war against the United States in 1941 (16th of Showa). Choose the correct sentence from the following regarding the period leading up to the outbreak of war.

a) Japan announced withdrawal from the League of Nations when, based on an investigation conducted by Hull of the United States, the League adopted the recommendation that the Japanese army retreat to the lands possessed by the Southern Manchurian Railroads.

b) Japan sent troops to the East Indies (Indonesia) in search of natural resources as soon as the Japan-U.S. Trade and Navigation Treaty was invalidated by the American notification of its annulment.

c) When Japanese aggression reached Southeast Asia, America, Britain, Canada, and Holland (the Dutch) stood against Japan by strengthening the so-called ABCD line.

d) As Japan-U.S. negotiations came to a deadlock over the withdrawal of the Japanese army from China and other issues, all the ministers of the Fumimaro Konoe administration resigned and Army Minister Hideki Tōjō became the new prime minister.

6. After the war, Japan was under the occupation of the Allied powers led by the United States. Japan signed a Peace Treaty with 48 countries in September 1951 (26th of Showa) and regained its independence the following April, when the treaty became effective. Choose the INCORRECT sentence from the following regarding events of this period.

   a) At the time Japan regained its independence, war continued between the People's Democratic Republic of Korea, which was supported by the Chinese army, and the Republic of Korea, which was supported by the American-led army of the United Nations.

   b) Along with this treaty, the Japan-U.S. Security Treaty was signed, which stipulated the continued presence of the American army in Japan after its independence.

   c) Since Japan made peace with all former belligerents through this treaty, the country was admitted to the United Nations in the year it regained independence.

   d) In the year Japan regained its independence, the government strengthened the system of law and order by reorganizing the Keisatsu Yobi-tai [National Police Reserve] into the Hoan-tai [National Security Force] and enacting the Hakai Katsudō Bōshi-hō [Act to Prevent Destructive Activities].

Tokyo University Entrance Examination 1989*

WORLD HISTORY
(Sample Topics)

- Western Europe and China have had a variety of political, economic, and cultural contacts since the beginning of the early modern period. Answer the following questions regarding this point.

    a) Describe the changing commercial relationship between Western European countries and China from the mid-eighteenth century to the mid-nineteenth century.

    b) Describe the nature of the way the Chinese absorbed Western culture, using the examples of their response to the Jesuit priests between the late Ming and the early Ch'ing dynasties and the Yōmu Undō during the last decades of the Ch'ing dynasty.

- Afghanistan, which is located on the highlands of Central Asia, has been involved in complex international relations. Answer the following questions regarding this region.

    a) Name the two most famous Chinese priests who traveled over the Pamir Mountains to India to learn about Buddhism. Describe their achievements.

    b) Name the dynasty that was instrumental in spreading the religion that is practiced by most residents in Afghanistan today. Discuss what you know about the dynasty.

    c) Originally, the territory of various dynasties in the region from India to Iran was not solidly defined. This situation changed, however, as the British advanced their rule of India. In the course of this advance, Afghanistan's territory was defined and its international position determined. Describe this process.

* *Tokyo University Entrance Examination 1989* (Tokyo: Kawaijuku, International Education Center, 1989), pp. 72-75.

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- In the history of the world, a "thing" or technology sometimes had a great impact on the development of civilizations. Please answer the following questions regarding this theme.

    a) In the Middle East, iron became widely used about 1,000 B.C., but there was a people before that time who used iron arms to extend its influence and establish its nation in Asia Minor. Identify this people.

    b) Since the use of fire played an important role in the progress of mankind, there emerged religions which considered fire as sacred. One such religion, Zoroastrianism, was introduced to the northern dynasty in China. What was the religion called there?

    c) The Muslims, who learned paper-making techniques from China, built paper-making facilities one after another in such cities as Samarkand, Baghdad, and Cairo. The spread of the use of paper contributed greatly to the development of Islamic culture. Identify the historical event through which paper-making was transmitted from China to the Muslim world.

    d) Slave trade was conducted by treating human beings as "things." Among the slaves who were brought to the Muslim world in West Asia as commodities, there were some who gained power as soldiers and even established a dynasty. Give an example of such a dynasty.

Answers to the Test of the National Center for University Entrance Examination

World History

I.
- A.
  1. a
  2. c
  3. d
  4. d
- B.
  1. c
  2. b
  3. d
  4. b
- C.
  1. a
  2. c
  3. b
  4. a

II.
- A.
  1. b
  2. d
  3. d
  4. a
- B.
  1. c
  2. a
  3. d
- C.
  1. b
  2. a
  3. d

III.
- A.
  1. c
  2. b
  3. a
  4. c
- B.
  1. a
  2. b
  3. b
- C.
  1. b
  2. a & e

IV.
- A.
  1. a
  2. 4
  3. b
- B.
  1. d
  2. a
  3. c
- C.
  1. d
  2. c
  3. b
  4. b
- D.
  1. b
  2. d
  3. c

Japanese History

I.
- A.
  1. c
  2. d
- B.
  1. c
  2. a
- C.
  1. d
  2. b
- D.
  1. d
  2. d

II.
- A.
  1. c
  2. c
  3. e
- B.
  1. a
  2. b
- C.
  1. b
  2. c
  3. a

III.
- A.
  1. c
  2. e
- B.
  1. c
  2. a
- C.
  1. d
- D.
  1. x) g
     y) i
     z) f

IV.
- A.
  1. a
  2. b
  3. d
- B.
  1. 1) h
     2) g
  2. e
- C.
  1. g
  2. a

V.
1. b
2. a
3. c
4. x) e
   y) c
   z) b
5. d
6. c

European Community

The 12 member countries of the European Community (EC) have established European Schools in Belgium, Germany, Italy, Luxembourg, the Netherlands, and the United Kingdom. Originally intended for the children of officials of the EC, the schools also enroll a small number of other students on a case-by-case basis.

The European Schools have a credo: "Without ceasing to look to their own lands with love and pride, [students] will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them to bring into being a united and thriving Europe." To this end, the schools particularly emphasize foreign language study, with all students studying two languages in addition to their mother tongue, and with some studying three. The syllabuses of the schools, which have been negotiated by national experts from the countries involved, meet the minimum requirements of the 12 cooperating countries.

Upon completion of their secondary studies, students take the European baccalaureate examination, which focuses on subjects taught in the eleventh and twelfth years. The examination consists of five written and four oral tests, with students having some choice about the subjects in which they will be examined. A student may choose to take a written examination in philosophy, for example. He or she must take an oral examination in either history or geography, subjects which, like philosophy, are part of the required course of study. Students take the oral examination in their first foreign language.

Some of the examinations come in basic and advanced versions. Any student who has chosen to study these subjects in advanced, elective courses must take the advanced examination. Written examinations are developed by the Board of Inspectors, which consists of one inspector per member

country. Tests are marked both within the school and by external examiners.

Questions for the oral examinations are produced by teachers in the individual schools. Students draw a question from two dozen or so; and although they may decline the first question they draw, they suffer a substantial penalty for doing so. Students have 20 minutes to answer the examination question. Responses are evaluated by someone from the school, as well as by someone from the central authority.

In recent years more than 90 percent of those who have taken the baccalaureate pass it. Those who do enjoy in the 12 countries involved the same status as those who have earned secondary diplomas in those countries. When holders of the European baccalaureate seek admission to universities in any of the 12 cooperating countries, they are regarded as the same as citizens of those countries who have equivalent qualifications.

The following examples of oral examinations in history were obtained from the European School in Woluwe-St. Lambert, Brussels.

European Baccalaureate Examination*

HISTORY ORAL EXAMINATION
[Sample Topics]

Work time: 20 minutes [per topic. Students select one topic.]

Russia in Revolution

The brilliant success of the offensive of General Brusilov in the spring of the present year and the current solution to the problem of supplying the troops proved convincingly that the task undertaken by the Government and the community has been fulfilled more than successfully. The question of the organization of the army supply may be held to have been satisfactorily settled. . . . But, on the other hand, the disintegration of the rear, that is of the whole country, which is now steadily increasing has today reached such monstrous and extreme form that it has begun to be a menace to the success obtained at the front, and in the very near future promises to throw the country into chaotic, spontaneous and catastrophic anarchy.

—Petrograd Police Report (October 1916)

Questions

1. How far was there a "disintegration of the rear, that is of the whole country" during the period October 1916 to March 1917?
2. How far do the events in Russia from March 1917 to November 1917 seem to support the police claim that there would be "chaotic, spontaneous and catastrophic anarchy"?

*European School at Woluwe-St. Lambert, Brussels, "Baccalaureate Examination" (selected oral examination topics).

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USA—Boom and Bust

America had a new hit song in 1932: "Brother, Can You Spare a Dime?"

Once I built a railroad, made it run,
Made it race against time.
Once I built a railroad,
Now it's done-
Brother can you spare a dime?

—T. Howarth, *Twentieth Century History* (1987)

Questions

1. What does this song suggest to you about the contrast in conditions in the USA between the 1920s and the early 1930s?
2. Explain what had produced these conditions.
3. Discuss the consequences for the USA and for other countries similarly affected.

The Rise to Power of the NSDAP, The Nazis

Table A: Election of January 1919

	Votes (millions)	Parliamentary Seats
Independent Social Democrats	2.3	22
Majority Social Democrats	11.5	163
Democrats	5.6	75
Centre Party	5.9	91
People's Party	1.3	19
Nationalists	3.1	44
Others	0.5	7

Table B: Election of December 1924

	Votes (millions)	Parliamentary Seats
KPD (Communist Party)	2.7	45
SPD (Social Democrats)	7.8	131
Democrats	1.9	32
Centre Party	4.1	69
People's Party	3.0	51
Bavarian People's Party	1.1	19
Nationalists	6.2	103
NSDAP	0.9	14

Table C

	Parliamentary Seats of the NSDAP	Parliamentary Seats of the KPD
December 1924	14	45
May 1928	12	54
September 1930	107	77
July 1932	230	89
November 1932	196	100
March 1933	288	81

—Election Results in the Weimar Republic (1919-33)

Questions

1. How would you explain the changing fortunes of the NSDAP as revealed in the above tables from 1919 to 1932?
2. Explain the 1933 March result and its significance for the future political situation in Germany.
3. Did the above results in 1933 make certain that a Nazi dictatorship would follow?

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ADVANCED HISTORY ORAL EXAMINATION

Work time: 20 minutes

South Carolina Declaration of Causes of Secession (December 24, 1860)

The people of the State of South Carolina in Convention assembled, on the 2d day of April, A.D. 1852, declared that the frequent violations of the Constitution of the United States by the Federal Government, and its encroachments upon the reserved rights of the States, fully justified this State in their withdrawal from the Federal Union; but in deference to the opinions and wishes of the other Slaveholding States, she forbore at that time to exercise this right. Since that time these encroachments have continued to increase, and further forbearance ceases to be a virtue.

And now the State of South Carolina, having resumed her separate and equal place among nations, deems it due to herself, to the remaining United States of America, and to the nations of the world, that she should declare the immediate causes which have led to this act. . . .

We affirm that these ends for which this Government was instituted have been defeated, and the Government itself has been destructive of them by the action of the non-slaveholding States. Those States have assumed the right of deciding upon the propriety of our domestic institutions; and have denied the rights of property established in fifteen of the States and recognized by the Constitution; they have denounced as sinful the institution of Slavery; they have permitted the open establishment among them of societies, whose avowed object is to disturb the peace of and eloign the property of the citizens of other States. They have encouraged and assisted thousands of our slaves to leave their homes; and those who remain, have been incited by emissaries, books, and pictures, to servile insurrection.

Questions

1. Discuss and explain the causes of secession revealed in the above extract.
2. How would the Unionists respond to these arguments?
3. Justify the action of either side in the dispute.

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